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ABSTRACT

This study presents a preliminary evaluation of the Servicemen's Opportunity College (SOC) program. Data were obtained from the site visits and a mailed survey. Results indicated. (1) The college personnel accepted the military students as a natural part of their constituency and often commented about them as being superior to the civilian students. (2) The students were industrious, well-motivated, and outgoing in their answers to interviewer's questions, although they left the impression that they did not know as much about the system of higher education as they should in order to take full advantage of the opportunities and services available. (3) The colleges had little difficulty in meeting the SOC criteria. (4) There was considerable improvement in enrollments, credits granted, easing of transfer policies, and increases in courses resulting directly from the SOC program. A system for data collection and recordkeeping is detailed, and recommendations designed to improve the SOC program are provided. (MJM)

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AN EVALUATION OF THE SERVICEMEN'S OPPORTUNITY COLLEGE

David M. Nolan

Educational Testing Service

Washington, D. C.

May, 1974

The section of the report covering the site visits was coauthored by Patricia Casserly of Educational Testing Service, Princeton, New Jersey.

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Acknowledgements

The principal intention of this study was to take an early look at the Servicemen's Opportunity College program in order to get a sense of how it was working and to make some recommendations that might make it work better. A secondary goal was to study the changes that colleges were making to meet the criteria required of a SOC. The accomplishment of these tasks called for the help and cooperation of many people.

In the early stages of planning, making appointments and reviewing forms, I am especially indebted to Colonel Hazel Benn of USMC, Mr. Lee Betts of AACJC, Mr. Avril Bunch of the Army, Commander W. G. Harker of the Navy, Mrs. Carlene Harris of AASCU, Mr. Ray Lewis of FIPSE, Mr. Robert Quick of the Air Force, and Colonel John Sullivan of the Office of the Secretary of Defense.

At Educational Testing Service in Princeton, Richard Fortna and his staff took care of the mailed survey with an efficiency that made my life much easier. Mrs. Patricia Casserly was really at the heart of the study. She did most of the site visits and is mainly responsible for that section of the report. The places she visited may sound attractive, but the schedule took any of that feature away, and I am sure that on many days she wasn't very sure where she was. Her ability to interview many people and make sense out of all the various responses was the key to the insights into the program. She reported that the staffs at the colleges and the military installations were almost overshelmingly helpful. Her special thanks, though, and mine go to

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the students whose frankness and friendliness actually made those seemingly endless trips interesting and fun.

Dr. James Nickerson of the AASCU made it possible to do this study with a minimum of harassment by providing wise advice and maintaining a beautiful sense of humor. Lastly, a special thanks goes to Karen M. Nolan of Reston, Virginia, for her general advice and editorial assistance in producing the final report.

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Introduction

No definitive evaluation of the SOC programs could be made this early in their history. The evaluation effort was intended to produce information that would be of importance to the evaolving program. The very simple and straightforward questions of what seemed to be working and what was not needed to be answered early so that changes could be made before less effective approaches became locked in or before disenchantment with particular aspects threatened continued development.

The emphasis of the evaluation was a positive one. The intention was to look for successes and examine them with the intention of being able to report enough about them so that they could be reproduced elsewhere. Difficulties and failures were not to be ignored as much could be learned from them, but the goal was to produce helpful information in a positive tone. The output of the evaluation was planned to consist of three parts: 1. A narrative report of the findings of a series of interviews with college staff, military education staff and military personnel who were participating in the SOC program. 2. A design for a record keeping and data collection system that would allow long and short term evaluations both at the local and national level and 3. A series of tabulations and an interpretation of them from a mailed survey of SOC institutions and associated military bases.

The time limitations of the study were severe with the decision to proceed being made in February, a preliminary draft being due early in May and a final report completed by the end of May. During that time, twenty-five site visits were accomplished, three different questionnaires

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were developed and mailed to 287 locations, the returns received and tabulated, a system of data collection devised and a report prepared. It would have been desirable to do a number of other things, such as visiting institutions which failed to meet the criteria or identifying individuals who had dropped out and interviewing them, but the time and funds available forced constraints and limitations to the study as described.

Nevertheless, much valuable information was collected and even more importantly, a sense of the changes being made and of the value of the program to service personnel was gained.

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ABSTRACT

and

RECOMMENDATIONS

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The overwhelming impression gained from the study is a very positive one. The staffs working at the military installations were dedicated to helping the students. On the whole, the college personnel accepted the military students as a natural part of their constituency and, in fact, often commented about them as being superior to their civilian students. The students themselves were industrious, well motivated and quite outgoing in their answers to interviewers questions. They left the impression that they did not know as much about the system of higher education as they should in order to take full advantage of the opportunities and services available. A much more knowlegable level of guidance services appeared desirable.

The mailed survey results provided considerable information. The most revealing was the apparent ease that colleges had in meeting the SOC criteria. Another equally important fact was the improvement in enrollments, credits granted, easing of transfer policies and increases in courses resulting directly from the SOC program.

The third part of the report presents a system for data collection and record keeping. The system was designed following the premise that all data systems should initially be conceived of as a set of cards in a shoe box. It is at once simple to maintain and capable of considerable complexity. Studies ranging from simple counting to multi variate analysis can be accomplished with the data gathered by following the system.

The recommendations that follow may tend to give the impression that much is wrong with the SOC program. That would be a misunderstanding;

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there is much that is right with the program. The recommendations are intended to improve and strengthen a program that is functioning and has already expanded and improved the educational opportunities for military service personnel.

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RECOMMENDATIONS

1. Quality Monitoring

The single most important conclusion to come out of the interviews is the need for a monitoring system that assures quality education and fair treatment for service personnel. The SOC program has the special characteristics to enable it to perform this necessary function. It is sponsored by civilian agencies that are already recognized as representatives of higher education. It has already established criteria for recognition as a SOC institution. It has already contracted for an independent evaluation of the program. Thus, it is a simple and natural extension to assume an ongoing responsibility for monitoring external higher education programs being offered to military personnel. By implication, and now specifically, this recommendation carries with it the further advice that all institutions offering courses, credits, counseling, degrees, etc. in higher education be SOC institutions and thus fall under the perview of the SOC program.

It is important that the monitoring function be done by accepted civilian agencies for at least three reasons. Claims that the military is dictating curricula, administrative procedures, academic prerequisites, transfer policies, award of credit and so on must be avoided. If other, non-SOC institutions, are expected to accept credits for transfer and recognize degrees, it is necessary that they view the operation as part of higher education rather than as

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part of the military or some other non-related agency. It should be pointed out that mere accreditation of the institution does not guarantee such acceptance.

2. Residency Requirements

A residency requirement by the institution should be limited to a reasonable number of credits that can be obtained in one year's time.

The typical load that an individual can carry is two courses at a time. That means the student is attending class two nights a week for three hours each night. In a semester system, such a procedure would typically produce 18 credit hours in one year.

It may be that an institution could ask for more residency credits if the individual continues to be based at the installation for periods of time beyond one year from matriculation. Care should be taken to avoid a situation that more than uses up a student's non-resident credits that he might obtain through CLEP or CEC (formerly CASE) and thus cause him to be confronted with what amounts to wasted credits.

3. One SOC

It will be noticed in the text of the report covering the site visits that there seldom is any discrimination between two year and four year institutions. That is because, in the real world of ESOs and military personnel who are students, no significant difference is perceived. The courses are interchangable, the faculty look alike, most courses are taken on the base, the textbooks are the same,

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two students, one working toward an associate degree and the other toward a bachelors, are frequently sitting next to each other in the same class; it is all college. Thus, it is recommended that there be a single administrative head for the SOC program.

4. Credential Depository

Because of the natural tendency for service personnel to acquire academic credentials from a wide range of institutions over a long period of time, it is recommended that some kind of credential depository be developed into which records will automatically be placed while an individual is in the military service. The student should have the privilege of expunging his records if he desires or to add to them after he leaves the service. For this reason it would be best that the depository be a non-military one, quite possibly an offshoot of SOC.

5. Booklet to SOC Students

A point which seems to be a common theme is that the individual lacks a plan or for a long time lacked a plan to carry him through to either an associate or bacalaureate degree. As a result, credits were lost, time was wasted and, perhaps most importantly, the students began to have the feeling that it was inevitable, that such things happen. The individual may well feel that he was lied to.

It is recommended that anyone signing up for tuition assistance must read a booklet about planning a higher education program.

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The booklet should emphasize the student's rights, what he can expect from the college, what a contract for degree should contain, what CLEP is, what service training to request credit for, what a reasonable transfer policy is. In short, the booklet should be a SOC consumer's guide.

6. Contract for Degree

It became apparent from the site visits that few institutions had given much thought to the idea of a contract for degree. It is recommended that some models for contracts be developed and distributed to SOC institutions and ESOs. The models should range from the relatively narrow courses and credits sort of thing to the true non-traditional approach. Recommendations should be included covering fee structure, duration and administrative procedures.

7. Studies and Data Collection

In order to remain a vital and responsive project, the SOC program should engage in a series of ongoing studies and evaluations. Data should be collected that will allow judgments to be made about the efficacy of various plans and procedures employed in the program. It would be helpful to know how many start and how many complete degrees, what the average time is that it takes to get a degree, what majors are the most popular and a whole series of similar questions. Some specific procedures are suggested in the third part of the report.

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8. Varied Course Format

The typical format of course offerings on the bases is one night a week for three hours each night for about fifteen weeks. Some courses just don't work out well that way. One math professor said that he just couldn't get through the whole course because the once a week format made it impossible for him to give homework assignments in the sequential way used in one hour sessions three times a week.

It would appear helpful to try some other formats such as three one day seminars divided by four or five weeks of self study or two intensive weekend workshops or other combinations of self study, intensive seminars, workshops, closed circuit television, etc. The point is to try some other ways rather than just accepting the old format that has been handed down from adult education and extension work.

9. Laboratory Courses

A frequently mentioned problem was that laboratory courses, although required, were seldom offered on the base. This situation occurs for the obvious reason that the laboratory facilities aren't available on the base and typically are not transportable to the base. If, as the program continues, this remains a problem, it might be solved by obtaining agreement from SOC institutions to a single and common science requirement for which a portable laboratory unit could be developed and shared between institutions and bases.

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10. SOC Criteria

Although some parts of the criteria may need to be slightly different for the four year institution from the two year simply because of one granting a different degree from the other, such differences should be kept to an absolute minimum. Criterion number VIII in particular needs adjustment. It should call for an advisory council for both types of institutions and provide some clear guidelines for membership. If there are both four and two year SOC institutions contiguous to and serving a base or bases, it would be advisable to have a single advisory committee that includes representatives from both institutions and the military installations. Such a committee need not preclude each institution having a separate committee but would serve as an overall coordinating group for an area.

A second part of this recommendation grows out of the results of the mail survey. In light of the reports indicating little or no difficulty in meeting the criteria, there seems to be no reason for any lessening of the criteria. In fact, it might be well to tighten them up as in the previous recommendation about the contract for degree.

11. Promotion

There is a need for some models or examples of good promotional practices to be distributed to colleges and military installations. The previously mentioned booklet should be of some help in this area but by itself is not sufficient. Something, almost of the nature of a press kit, should be made available to help both the colleges and

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the ESOs make known the availability and the value of the services.

12. Further Studies and Evaluation

With the data collection system in place, the practicality of a number of evaluative studies would be greatly improved. These could be done both at the local level and on a national basis. An annual report from the colleges calling for some relatively simple accounting of numbers enrolled, degrees granted, courses given on bases and so on would be valuable both to the national program and to the local institutions as progress reports. Fairly elaborate evaluations to augment these annual reports should be undertaken on a regular basis. Initially, such a study should probably be done no later than two years from now. Followup evaluations might then be put on a five year cycle. Visits to the institutions and bases and interviews with military personnel students should form the basis of major evaluative efforts. These visits provide information that simply cannot be obtained by other means. It is recommended that the major evaluation be conducted by an independent third party who is not involved in the day to day operation of the program.

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SITE VISITS

> "Want a college education but don't think you can afford one?"
>
> "We'll pay up to three-fourths of your tuition and the base education office will provide you with guidance and academic counselling... The day you complete basic training you will receive six semester hours credit for the physical education, health and first aid courses you will have completed. From there you can build your own program. You can have the results of other completed courses sent to a central repository maintained by the service which will issue you a transcript that you can take with you anywhere in the world, and when you leave the service, it is something you can show to college representatives, registrars, potential employers and civilian associations as evidence of your military and academic training and experience."

This year, hundreds of thousands of high school seniors have been deluged with materials from each of the armed services that, in effect, promise, at the very least, "life-time skills", and in addition AAs, ASs, ABs, BSs, MAs, MSs, and PhDs to "qualified volunteers" who are willing to invest from two to six years of their lives in attaining their educational goals and at the same time "fulfill their military obligation", or in the words of another service, "their obligation to their country".

It was to fulfill its obligation to defend our country, and "to provide the opportunity for everyone...to rise to as high a level of responsibility as possible, dependent only on individual talent and diligence;" that the Department of Defense, in consort

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with a number of Higher Education Associations, developed the Servicemans' Opportunity College Program.

During the better part of the last ten weeks, two members of the ETS staff have travelled to nine major military complexes and to a similar number of community or junior colleges and four year or upper division colleges and universities that service them (and other bases as well). With one exception, these colleges had been accepted for membership in SOC although at several compuses we were the harbingers of the good news. During our visits we interviewed a wide spectrum of military personnel, Education Service Officers (both civilian and military), and other education and career counselors as well as college administrators and faculty members who are involved in the program.

Our charges were several: to see if the SOC concept had become a working reality, to identify problems and, where possible, to suggest solutions for them in order to strengthen the program and to aid other, not-yet-participating colleges in serving a most important segment of our population. Our last and equally important task was to inquire about and make preliminary assessment of the effects of the SOC program on general college policies and practices that affect the greater civilian population.

Because of the limitations of both time and money, the nine sites (a military installation surrounded by at least two SOC colleges) were chosen by the ETS director of the project and his staff in consultation with representatives of the Army, Navy, Airforce,

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and Marines at a meeting at the Pentagon in January. These representatives from DOD later arranged for our visits to their respective installations. Visits to colleges were to a great extent arranged by the two SOC sponsors, the American Association of Community and Junior Colleges and the American Association of State Colleges and Universities. At each site, the first day was usually spent at the base or post, talking with the ESOs, education advisors, representatives of colleges who happened to be available, and at least six service persons who were enrolled in courses offered by participating SOC colleges. We had suggested that at each base we would like to interview a diverse group of students, i.e., that members of the sample differ in chronological age, time in the military, rank, educational background, and progress toward the degree. The ESOs did an excellent job of fulfilling our request.

Our schedules on base were usually expanded to include a "ten minute courtesy call" on the base commanding officer or his representative, which in several cases stretched to an hour or two of discussion of the problems of that particular base, post, and of their particular service and mission. These meetings were invaluable in understanding the problems faced by students, colleges and ESOs connected with those bases.

On each of the two succeeding days, we visited a two-year or senior college servicing the complex. At the colleges we tried to see several members of the SOC advisory council which usually included an academic dean, and representatives from the admissions

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and registrar's offices, as well as a liaison person with the military base and/or a veterans' advisor. Where it was possible we also tried to interview at least two professors who taught on base to inquire into special problems and special strengths of this group of students.

Usually under the aegis of either college representatives or base ESOs, at some point in our three day visits, we also toured base educational facilities, classrooms, learning centers, libraries and study areas, and managed to talk, all too briefly, with base and post librarians, remedial teachers, and, on several occasions, were able to sit in on classes as well. We welcomed these opportunities whenever they presented themselves because we felt it desirable to learn about the SOC program in the widest possible context of the military's commitment to provide educational opportunities for each of its members according to his mission, aptitudes, and aspirations.

What follows is a report of our observations at both military installations and colleges. Constraint of time made it impossible to select a sample that could be described as representative of all such institutions. Thus, the observations must be viewed within the limited sample available.

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I

THE STUDENTS

The men and women who are and will be in the Armed Forces are the most important part of the SOC program. They are whom it must ultimately serve and serve well if the Armed Forces are to attract, develop and retain the kinds of individuals that will make the all-voluntary system a viable reality. Therefore, in this chapter we shall let the students we interviewed speak for themselves and tell us through a number of their representatives about the experience of combining college work with military life.

First of all, who were they? They were truly more of a cross section of the Armed Forces (and the larger society) than we had dared hope, although at any one installation several in the sample may have been of near equal rank or have been performing similar or related duties. By the time we completed our travels we had talked with young ladies about to be Veterans at twenty-two; seasoned chief petty officers with twenty years of almost continuous sea duty; master sergeants, including members of the elite Master Sergeants Academy at Fort Bliss; instructors in the Special Forces (Green Berets); privates through colonels and yeomen through lieutenant commanders; Peruvian and Australian nationals; a Cajun; Mexican, Granadan and Phillipine Americans; rural Blacks and Whites; and the poor urban, seventh and ninth grade dropouts, high school

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graduates, and the unfinished products of the nation's least and most prestigious colleges.

Briefly, our interviews were conducted in the following manner--we offered them coffee (when possible) and explained our mission in a variation of the following:

"I am here at the request of (their branch of the Armed Forces), the Department of Defense, the AACJC and the AAofSCU, which are associations of colleges, to see how effective their efforts are in providing you with opportunities to enable you to fulfill your educational and vocational goals." (We offered further explanations of our mission when necessary and also encouraged them to speak frankly, assuring them of the confidentiality of our conversation.) Then we encouraged them, "So, will you please take a few minutes to tell me about yourself--you know, things like _____. _____, _____ (the sequence varied).

(1) Why you decided to enter the service?

(2) About your educational background at that time.

(3) What your experience in educational programs leading up to college has been?

(4) What propelled you (back) to college?

(5) Have you encountered any problems in doing this and what were they?

(6) Do you plan to re-enlist and/or make the military a career (as appropriate)?

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(7) If you were in command (of the post or base or unit, as appropriate), what would you do to make it easier for people like yourself to get the education they want? If you were "running the show", what would you do?

Brief but typical answers to each of the seven major questions are as follows:

(1) Why you decided to enter the service?

"I had no choice, they wanted me!"

"It was this or jail."

"Wanted to see the world."

"To get away from home."

"An unhappy love affair."

"Hated school."

"Had no skills."

"Couldn't find a job."

"Knew I was wasting time and my parents' money in college."

"Had no direction--needed the disicipline."

"Wanted to improve myself."

These are the same answers that an ancient census taker would have received had he been sent out to Gaul with Caesar's legions and asked to report to the Roman Senate.

But, <u>among a significant number</u> of those with three or less years in the military, the answer was, "I wanted an education and I got this letter." (or) "The recruiter promised me the opportunity."

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The important point here is that, whether ex-juvenile delinquent, jilted lover, ex-campus jock or recent high school graduate, all these men and women (with an age span of three decades) are now enrolled in higher education.

(2) About your educational background at that time.

Seventh grade through college graduate.

(3) What your experience in educational programs leading up to college has been?

"I was interested in electronics so they made me a baker and I want to cross-train and get back into electronics."

"I've taken every course (technical, USAFI, or whatever) I could...and finished my GED, then my AA--have almost got my BA and will start the MBA program in the fall."

"I have a transcript that runs on for pages and covers 20 years. I could never hope to get it all together before; had no hope for a degree. Eventually, I hope for a doctorate."

(4) What propelled you (back) to college?

"I heard about the (SOC) program from my ESO (or C/O or buddy) and decided to investigate."

"I was bored."

"Cajoled."

"Pushed."

"Threatened--now with the new regulations, it's up or out."

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"I found I wasn't so dumb after a few courses that were required for my MOS, and my CO said, '_____, you'd better go to the education office and see about getting your GED.' Every few days he'd say, 'Been over there yet?' I got so sick of his asking that I went to get him off my back. And I met Miss _____ and she talked to me a while and before I knew it I was taking the test that afternoon and I passed! I couldn't believe it! And when I was 'high' on that, she talked me into agreeing to come back and take some of the CLEP the next afternoon. And I did and passed everything but the math and a week later whe called me in and said, 'O.K., _____, I've talked with (the local community college) and you now have 24 hours of college credit, so why don't you go over there and..."

"Well, one night toward the end of basic training this drill instructor came around and we started talking and it turned out he was going to college studying history...history of everything... of music and art and every kind of history, and that surprised me and then I thought of all those signs I'd seen around the base, and the briefings--so when I came here I headed for the education office."

Variations of these last two "case histories" occurred over and over and point up the momentous effects that superiors can have on the men and women under their jurisdiction when they are sensitive, creative and fortunate enough in their missions to be able to "program" obtainable goals that enhance feelings of

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confidence and self-worth. Many of their volunteers come into the service with nothing (they think) but a history of failure and fears. Yet we ran into so many success stories at the sites we visited that we feel they are more than rare occurrences and should reassure Congress that all is not lost if one service or another temporarily fails to make its quota of "volunteers with high school diplomas". One young lieutenant in charge of a group of drill instructors stands out. He hss nearly completed his BA and encourages each member of his unit to do likewise (starting at whatever level is appropriate) and they are given release-time to do so without (I understand from his superiors) the lessening of the efficiency of the unit in the least.

(5) Have you encountered any problems in doing this and what were they?

"Uncertainty of TDYs."

"Lack of time to study."

"Wish we had more time to study on the job when we're not busy."

"Sometimes we simply don't have enough to do and sit around the office for half the day...so I brought in my books and my NCO said not to, it was bad for the morale of the rest of the group! It's o.k. to sit around, drink coffee, read the racing form and BS, but not to try to improve yourself. 'It makes the other guys nervous,' he told me."

"You should have an extra 15 minutes of release time at noon so you can stay and ask the instructor a question. I did once and my

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boss thought I was goofing off."

"Classes begin too soon (30 minutes) after work. When you've been on a fork-lift for eight hours, you'd like to have a chance to shower and change your clothes before you go to class. Besides, I need the time to change gears from construction to psychology."

"If you don't have a car, and most of the young guys don't, you just can't get to the campus at night even though it's only five miles away. There's no public transportation."

"Public transportation stops at 6:00 p.m., and the campus is 12 miles away and what's worse is that even if you can hitch a ride, the bookstore closes at 5."

The preceding quotations were not chosen for their uniqueness or flavor but to point up a very real problem that some service persons face when they try to further their formal education part-time, without sufficient release-time and without the support of their immediate superiors who can make things very difficult, particularly if they see little relevance of the man's studies to the mission of the unit. Fortunately, a greater number of those to whom we spoke reported that their superiors encouraged them in their educational pursuits, rescheduled duty assignments and made allowances for time off, when possible.

Few specific problems tied to specific courses arose in our conversations with students. An exception was brought up by students in both accounting and other math courses including calculus that

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met for a three-hour session once a week. Being sequential disiplines, such course scheduling served up simply too big a bite for many students, particularly those unlucky enough to miss, or misunderstand, a critical step in the reasoning process. They reported that sometimes there is little time in or after class to clear up problems and put matters aright until another week has elapsed (and another chapter assigned and misunderstood).

Lack of laboratory equipment on base creates problems for some students where biology, chemistry or similar courses are requirements. It may be possible as the program develops to have some kind of portable laboratory unit developed that could be used to meet the most generally required laboratory course. It is obvious, however, that the more esoteric lab courses will remain a problem.

Another problem brought up frequently by students was that of wrestling their transcripts for work completed some time previously from colleges, a few of which have a long history of "serving" the military. ESOs confirmed their complaint:

"They're (the colleges) supposed to have such a fine (computer) system, so up to date...but sometimes these guys have to write three times and we do too and it takes months...In some cases, it has meant a guy actually couldn't take a course (or enroll) because he had no proof of anything. All his records were there."

The comment above points up the need for a repository with fast turn around time. Many ESOs and college advisors strongly suggested that, in addition, a serviceman carry with him a copy

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of his transcripts with accompanying course descriptions from the appropriate college catalogues. Although copies of transcripts cannot be accepted as official, they can allow colleges to evaluate the student's record and place him in appropriate courses while waiting for his papers to catch up with him.

(6) Do you plan to re-enlist and/or make the military a career (as appropriate)?

(From younger volunteers)

"Yes, I'm really considering it now and (laughter) I never thought I would. Now I've applied for Bootstrap and that will mean I'll owe the government another hitch, but this education thing really turns me on--and the possibilities afterward. It's ok with me."

"Sure, I'll sign on again. After I finish this degree I'd like to be an officer."

From one 24-year old, a tenth grade dropout until the SOC program set him on his way. "Yes, I'm aiming for general."

(From men in their late twenties to early thirties.)

"Yes, I've already signed up for another four years, in order to qualify for additional education benefits. By that time, I'll have 16 years in and might as well go for twenty."

"Yes, I intend to stay in as long as I can, even if I go for thirty years and don't get R.I.F.ed. I'll be a comparatively young man (48) with a half a lifetime left. And what's more, I'll be an educated man who'll have something to offer the civilian

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world. You know, I think I'd like to teach in elementary school."

These men and still older ones with even more years in uniform summed up the predominant view of the students to whom we spoke. The Armed Forces can offer the best of at least three lives, service to one's country, the development of the self along many dimensions, and the assurance of a secure and productive retirement.

Of all the military students to whom we spoke, only a very few either had not considered or had not decided to remain in the military at least for another few years to take advantage of educational benefits. Of those, several reported they "just weren't the military type" and others were leaving either because they'd "gone about as far as they could go" (were caught in a R.I.F.) or were responding to the pressure of spouses for a "different kind of life." Clearly, the opportunity to further one's education and develop one's skills is a major factor in attracting and holding volunteers.

(7) If you were in command (of the post or base or unit, as appropriate) what would you do to make it easier for people like yourself to get the education they want? If you were "running the show," what would you do?

Many of the interviewees' suggestions for improvements in educational opportunities are inherent in their comments presented in other sections of this report. A further, and most important need must now be considered that for even greater improvement in

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the dissemination of information about the SOC and NCFA programs and what they can mean to military students. Many, who were attending classes in off-duty hours--on their own, so to speak--were not even aware of the existence of the SOC program and the services and options that it afforded them even though they were attending SOC member colleges. This should not necessarily be taken as a criticism of SOC colleges--for if a student arrives on campus to register for a course, the college and his instructors may have no way of identifying the student as "active-military" unless he identifies himself by requesting special payment forms or shows up at the veteran's office or club.

Dissemination of information about educational options should start with informed and honest recruiters. "Some will promise a guy a college degree in no time when they know he is nearly borderline and needs remedial arithmetic and English for a start." It must be publicized in basic training and repeated at every new duty post, to reflect the local options.

There seemed to be wide variations in the procedures used for accomplishing these tasks at the military sites we visited.

At some, each new contingent was lined up in military style and formally briefed by an ESO or career advisor, or by representatives for the local SOC colleges. Sometimes they were lectured by all of these, quite successfully. At others, a "visit" to the base or post education office was merely one of a long series of requirements onan orientation check-list handed out to new recruits

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to be completed in very short order. This proved to be an almost worthless procedure especially when no simple, eye-catching literature on SOC was prominently displayed.

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II

THE COLLEGES

> "For Godsake, tell DOD and the Congress, for that matter, if they want an all voluntary force to survive, they'd better support (the concept of) SOC. We've got to be able to deliver what our recruiters promise. And besides, I'm selfish... I want the best for my men...then they give me their best."
>
> "War is (to the young serviceman) a romantic game of cops and robbers...of cowboys and indians. Well, now there is no war to fight, thank goodness...But you have to substitute something for it to use up all that adrenalin and competitiveness or apathy and morale problems set in and then we really aren't prepared to perform our first duty, should an emergency arise...I look upon these educational opportunities as an absolute necessity from my point of view...Besides we're all going to return to civilian life someday. What kind of people will we be; what will be have to offer?"

These commanding officers spoke for a number of their colleagues. One of our strongest impressions was of the commitment to the SOC concept of base commanders and their immediate staffs. Although representatives of some services felt that the SOC Program did not go really far enough in fulfilling the needs of their men, their words were strong and clear, "It's a step in the right direction and has high priority on our base or post."

The commitment of the military is understandable, but why do colleges want to become associated with SOC? Is their motivation as straightforward as that of the officers we just quoted? At most of the colleges we visited, we felt this to be so. They were sincerely

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committed to provide educational opportunities for all persons in their communities who could benefit from them--and active or retired military personnel made up from one-third to slightly more than one-half of their student population well before the advent of SOC. For these institutions, complying with the SOC Criteria presented little or no difficulty. In several cases, no adjustment was required save for the commitment to accept future work from other accredited institutions that met the curricular requirements or array of courses necessary for the degree program agreed upon with the student in a "contract for the degree".

However, the reasons for involvement of the remaining colleges was not so simple. The motivation to join SOC was, for a few--no matter in what terms it was couched--monetary. It is understandable that institutions in financial difficulties because of soaring costs and declining enrollments, should seek new clients and sources of revenue. Unfortunately, a number of ESOs felt that a few of these institutions were offering inferior although "accredited" programs on their and other bases and were ripping off the government. "But can you imagine what would happen if I made my feelings known? They'd get right to their Congressman, I'd lose my job, and who would gain? This is one reason SOC must have some monitoring system for quality. I don't know how it can be done but somehow..." The very next day we were talking to the field director of a college and he was explaining at length about their rigid criteria for teachers and their stringent methods of quality control on farflung military

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bases. It was a laudable dissertation but he was interrupted in the middle of his position by a short telephone call after which he called to his assistant and said, "Hey, do we have a body who can teach Psych. 101 and 201 at (a distant base) in ten days? Well, see if you can turn one up this afternoon. We need him bad." It was hardly a reassuring interview.

At another college I heard the President inform the chairman of the board of trustees that more than one-half of the funds necessary to retain the central campus came from courses taught at military installations, a campus few military students ever saw. It seems clear that tremendous differences exist in what the military is getting for its money. This college was paying its faculty well, but not providing counseling or other services as required by the SOC agreement.

Yet other colleges, which also needed funds to stay alive were doing superb jobs in providing all sorts of services on bases--not only to students who had enrolled in their courses, but to many would-be students who came to the education office and who needed a variety of counseling and advising services. In doing so, these college representatives were fulfilling the more generalized function of ESOs or military education advisors, a fortuitous circumstance since some education offices were understaffed.

Although colleges are enthusiastic about the SOC concept and want to serve SOC students well, a number do experience difficulty in meeting some of the SOC criteria. It was apparent that in many

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cases, problems in conforming to SOC criteria can be overcome. One important key to a truly effective SOC program was, we were told, "Put a good high administrator in charge. Don't give SOC to an assistant dean as an ancillary duty."

In one state, the community colleges involved in SOC could not individually modify their residency requirement because of statewide regulation. In an effort to better meet the SOC criteria, the question of residency requirements was raised with the Chancellor. As a result, a committee of presidents was appointed to consider the question for all community colleges, whether involved in SOC or not. It is anticipated that the requirement will be considerably modified to allow much greater flexibility.

In another state, the requirement for thirty resident credits at community colleges made it impossible to meet the SOC criteria. The president considered the problem and concluded that credits for CLEP, military training including P.E. and USAFI were, in fact, credits awarded by his institution and therefore were to be considered resident credits. As a result, some service personnel have been able to meet the entire residency requirement upon their first registration. A number of others have had the requirement reduced to the point that it was no longer an obstacle.

Acceptance of on-base courses as resident courses seemed to be no problem to any institution visited.

A two-year institution had previously had difficulty gaining faculty acceptance of CLEP and CASE recommendations. When the SOC

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opportunity occurred, the president moved strongly to meet the criteria and suddenly the question arose among the faculty: "If we do it for service personnel, why not for all our students?" The motion sailed through the faculty senate without further trouble. Of course, the guarantee of as many as a dozen faculty positions attributable directly to SOC didn't hurt the president's case.

Changes in educational policy as a result of SOC participation

Has the SOC program changed the policies of participating colleges toward non-military students? The answer is yes for the majority of colleges involved in our survey that did not meet SOC standards before the program was initiated. Radical changes were most apparent in the two-year colleges but this seems a reflection of two factors; a year's experience with the program and a traditional policy of providing educational opportunities for an array of students in the community. Generally, the changes came and continue to come because of a number of factors; the excellent experiences participating colleges have had with active duty military personnel as students, the general boom in the concept of continuing education, and the realization that the service person and his or her dependents are no longer unique in their mobility. In fact, now that one can re-enlist and be guaranteed a duty station (barring a national calamity) for several years, military personnel and their families may, in fact, be less mobile than many wage-earners including executives of IBM and their families. Vance Packard's A Nation of Strangers was quoted several times as the eye-opener.

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What have these innovations been? The relaxation of residency requirements especially during the latter part of the degree-earning process, the availability of the contract for the degree option to all students, the acceptance of competencies gained in non-traditional ways (i.e., by studying on one's own or through on-the-job training, etc.) validated by CLEP and institutional challenge exams, and the restructuring of courses away from the traditional 12 week semester to anywhere from three to nine weeks of concentrated work. In addition, weekend or week-long seminars are becoming available.

It seems that students in many civilian circumstances also feel more able and comfortable in committing themselves to work longer hours for a shorter period of time than the arrangement of the traditional academic year makes possible. They can see the "light at the end of the road", which is particularly important to those who are combining study with other career and familial responsibilities.

It seemed that two things were important in institutions making changes in order to meet the SOC criteria. The first was the active and enthusiastic participation of the president. The second seemed to be related to the specific nature of what was being asked. By having a concrete set of proposals and a readily identifiable group of students to whom the changes would apply, many of the general arguments and vague defenses of domain seemed irrelevant. Then, having made the step for the specific group, it became more

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reasonable to consider the change for a much broader population. In some cases, the second step occurred immediately, in others some time occurred between the two, and, of course, in still others it hasn't occurred yet.

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III

THE PROBLEMS

This section is devoted to some of the specific problems that became apparent from talking to ESOs, Servicemen's Counselors, Base Commanders, College Presidents, College Faculty and, most importantly, the Students.

CLEP

CLEP presents particular problems for dealing with both military and civilian students. On the one hand, colleges want to be as generous as they can in awarding credit on this basis because they firmly support CLEP, and, on the other, some feel that awards of credit at the 25th percentile as recommended by the American Council on Education may be too generous. They claim to have "noticed a bimodal distribution in CLEP scores" (from those who squeak by at the 25th percentile to those whose scores are at the 45th percentile or above) and have had "just enough experience" with students who encounter trouble in "sequent courses" to be leary of granting credit for low scores without further"validating" course work. The problem here is that the institutions have not done a systematic study to support the contention.

There are two complications that arise on occasion for both military and civilian students seeking credit through CLEP: Some state institutions are prohibited from granting awards of credit for less than the 50th percentile, and other junior and community

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colleges are fearful that if they do, the student's academic transcript will be called into question when he tries to transfer to a four-year college. Happily, for most four-year institutions, the problem does not exist; whatever cut-off score that was used by a junior college is honored as long as the candidate for admission has fulfilled all other requirements for the A.A./A.S. degree.

Institutional acceptance of CLEP over locally generated "challenge exams" is gaining strength rapidly. Interviewees at a number of colleges told us that they looked forward to expanded CLEP offerings and the new norming study that would help them in reassessing their policies.

One problem remains to be solved. Some institutions make money when a student opts for an institutional exam rather than CLEP. If he fails the former, he will already be enrolled in the course; if he passes, his "place" is still paid for. It is a great temptation for colleges to push local institutional examinations when they may be eligible for state funds for one procedure but not for the other.

In general, institutions visited were accepting CLEP with little trouble. Some problems exist as to the score level at which credit is to be granted.

Contract for Degree

Of all the SOC criteria, the contract for the degree was the one with which colleges had had the least experience. Some had had no one ask for a contract, and were not precisely sure how they would handle requests when they arose. At those colleges that had

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"let out" contracts, we found that they were simply traditional course-of-study plans listing the distribution requirements and courses in the area of concentration or major which, when completed at that or any other accrediting institution, would net the student a degree from the college holding the contract. Although this indeed is a contract, it lacks the non traditional flavor espoused by John Valley in Non Traditional Study:

"A contract typically will cover the student's objectives, how the student proposes to obtain his objectives, the educational resources required, how and when they will be used. Further, a contract indicates the bases on which the student's performance will be evaluated; the evidence to be submitted to demonstrate that the learning goals have been attained. It is this aspect of the contract learning system together with its stress on behavioral statements of learning objectives that helps to relate external degree programs to the theme of competence."

At two colleges there was an effort to make manifest Valley's more expanded and flexible interpretation of the concept.

Whether narrow or broad, the concept of a contract for degree needs much better understanding before it can be considered a viable part of the SOC program.

There is a variability in the cost of a "degree by contract" for students depending on the college involved; there is also variability in the number of years such a contract is assumed to

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be in force. At some institutions there is only a single charge of from $15 to $25 which is considered a registration fee and includes the cost of the initial evaluation of his academic status, counseling and the laying out of the additional requirements necessary for the degree. Other institutions require a yearly payment (usually $25) on the part of the student in order for the contract to remain in force. Some institutions consider five years to be the standard langth of their commitment to the service person while others consider it to be ten years or "perpetuity".

There is another possible hitch that the "contract student" may encounter at some SOC colleges, particularly if he is slow in fulfilling his part of the contract and fails to keep in close contact with his advisor. If the requirements (either departmental or institutional) for his particular degree have been altered or ammended between the time of the signing of the contract and the time he presents himself for the degree, he will be responsible for fulfilling these "new" requirements. For this reason, we think contract students should be urged to keep in close touch with their SOC advisors and write to them every six months or so whether or not they are currently enrolled in courses. It is imperative that they advise the SOC counselor of every change of address, for some SOC colleges are planning to contact their students periodically to keep them up to date and to offer encouraging words. They need to know where students are!

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For the military person about to re-enter civilian life there is another wri[illegible]he may encounter in the contract for the degree. Although the majority of SOC colleges treat active and non-active military personnel alike, a few make a distinction between them and the contract is no longer valid where a person changes his status. This leads to the reimposing of residency requirements on the veteran. "After all, most of them retire here anyway." The program is too new to assess how much hardship, if any, will be imposed on veterans who wish to continue their formal education, but it does seem as if this is another area in which some kind of monitoring of the "spirit of the law" is indicated.

Credit Depository

Students with whom we talked described an educational experience while in the Armed Forces that approached the chaotic. In interviews, the following situations were described.

"I was working for the Coast and Geodetic Survey and was drafted...took GED...got out and went back in but failed OCS test but still had to finish hitch...took some courses at William and Mary until I had enough credits so that I didn't have to take admission test...William and Mary stopped offering courses so now I am taking courses at Christopher Newport...took CLEP some years ago but Christopher Newport only allows a certain amount of transfer ...don't know how many credits they will give me." This man may have accumulated as much as fifty-five or sixty credits but will probably be lucky to get thirty applied to a degree.

"I received my AA in Law Enforcement from Maryland while in Germany, but the too liberal substitution rule means that Christopher

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Newport can't fit all the credits into a degree program...Christopher Newport requires five courses in Law Enforcement but offers none so I must go to Thomas Nelson to get them...I hope to get some credit for three years experience as a policeman in Takoma Park... took CLEP in Europe and scored 400 or above on four out of five but Maryland demanded 500...Christopher Newport says that if you take any courses they won't accept CLEP."

"I spent one year at the University of Illinois...was off and on at a junior college for two years...took Control Data Institute courses...went to Hampton but couldn't get the courses I needed at night...took CLEP but Hampton wouldn't figure credits unless I was a fully matriculated student going full time...Army wouldn't provide tuition help if I went full time so I switched to New York Institute of Teahnology (correspondence) where I have about twenty or thirty credits to go to get my degree."

"I took CLEP at White Sands but didn't know what they were...took a couple of courses from Maryland in Bangkok...went to NCOES...took Faculty Development course...now I am taking Air Studies at Emry Riddle but they won't consider my other credits until I take at least eighteen credits from them...how about a degree from SOC in general without having to mess with transfers, transcripts, residencies and all that stuff?"

"Took the GCE (General Certificate of Education) and one year of teachers college in Granada...took a course in psychology at Hampton...took CLEP at Fort Polk...taking American History and

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English Communication at Thomas Nelson but am not working on a degree...hope to get a bachelors degree at a school like Union College in New York...no, I haven't been in touch with Union to see what they will accept."

As student after student went through the above stories, the need for some way at least to keep records of all those different experiences in one place became overwhelming. John Summerskill described such a device in a recent talk at the annual meeting of the American Association of Higher Education. He called it an Educational Passport. The idea was to have a depository where a person could store and retrieve educational credentials throughout his life. Service personnel need some such passport even more than others because of the inevitable fragmentation of their educational efforts. It would be especially helpful in their cases to apply the Commission on Educational Credit (formerly CASE) recommendations as a way of translating service training into civilian terms. Probably a system of automatically storing records for students from the first time they take a course at a SOC college or take CLEP or GED would work reasonably well. The SOC program itself could operate such a depository.

Proliferation of Offerings

At one base that was visited, there were ten instiutions of higher education actively represented and offering courses on the base. In addition, there were brochures from a number of external

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degree and correspondence institutions. This situation seemed typical for a large base. The institutions involved had a wide range of requirements and fee structures. Tuition ranged from $6.25 per credit hour to $92.50 per credit hour. Residency requirements went from none to thirty hours for an associate degree or sixty for a bachelors. Some accepted CLEP according to CASE recommendations while others called for 500 scores and still others didn't accept it at all. One institution wouldn't even consider CLEP or transfer credits until an individual had accrued a minimum of eighteen credits in courses it offered. Transfer policies vary, counseling and guidance range from none to adequate, courses are taught by full time regular faculty (one community college has its department heads teaching on base) in some cases while in others the teacher is "pick up" for one course.

Faced with the wide range of institutions and offerings the often naive student is frequently confused, sometimes misled and, sad to say, occasionally bilked. Too often, the ESOs and their staffs have not had the level of experience in higher education that allows them to sort out the different offerings and provide sound advice to the students. In other situations the student doesn't know enough to seek help from the ESO. To him, he is dealing with a college and colleges are good, per se.

Having the variety of offerings is not bad in itself. As a matter of fact, it often provides a student with worthwhile

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opportunities that would be unavailable if only one or two institutions had access to the base. The problem occurs because of the confusion and lack of knowledge of the student. A policy of laissez-faire is not appropriate in providing educational goods to service personnel and, because of their special needs, mere accreditation is not an adequate control. The requirement of meeting the SOC criteria associated with some kind of monitoring system would appear to be an answer to this problem.

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Summary

As a result of our visits, we feel very strongly that the SOC program is worthy of continued and, hopefully, increased support. However, there are problems and some method must be worked out to monitor the activities of participating colleges in order to assure their compliance with both the letter and spirit of the SOC agreement. It is imperative that such a monitoring system include procedures to insure quality control of teaching and advising. Such a system should include periodic visits to class sessions and talks with representatives of education offices, colleges and the students themselves. During our visits of several days to each site, we gained many insights and awarenesses that would never have come to light had we limited our focus to one group or another. It was often the opportunity to check information gathered from one source which seemed incomplete or confusing to us with another source within a very short time that made it possible to untangle some complex realities. Mailed surveys will never be enough.

As one base commanding officer said, "By God, I'm glad they sent somebody out from Washington to talk to the people a program is supposed to serve...This is the first time it has happened... Usually they either send a questionnaire or else call the directors and supervisors together for a conference and they sit around and try to impress one another."

His feelings were echoed by the military education officer at another base who paraphrased a fragment from Harry Truman's

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memoirs when we talked about evaluation. "He said something about if you wanted to know how a building was going up and when it would be finished, you never asked the contractor or the superintendent but the workmen eating lunch."

SOC or something similar is a necessity if servicemen and women are to realize their goals for personal and professional growth. We know it has already done this for many who are grateful to both their colleges and their branches of the Armed Forces for making it possible.

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PART II

THE MAILED SURVEY

Although it was thought from the beginning that the best insights into the functioning of the Servicemen's Opportunity College would come from site visits and personal interviews, it was also evident that some worthwhile data could be collected from mailed questionnaires. Separate questionnaires were developed for the three types in institutions: the military bases, the two year colleges and the four year colleges. Advice and review was received from AACJC, AASCU, the military branches and DOD on the questionnaires for their respective institutions. The questionnaires were accompanied by letters from AASCU, DOD or AACJC as appropriate for the recipient institution. The letters and questionnaires appear in the Appendix. They were mailed to the presidents of the colleges and to the ESOs on the military bases.

The questionnaires were deliberately designed to be as simple as possible and to call for as little work as possible in order to encourage returns. The recipients were advised to estimate or give their best guess rather than to do any elaborate data analysis. They were also advised to consult their colleagues about the answers to the questions.

The amount of time available for the entire project meant that it was necessary to call for a very short turn-around time and an equally short waiting period before the tabulations had to begin. The time constraint also dictated against a follow-up mailing to

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elicit a greater response. Table 1 illustrates the size of the mailing and the response. A list of the institutions appears in the Appendix. They were chosen on the basis of already being SOC colleges or in the process of being designated SOC colleges and, with some limitations, being the military bases served by the colleges.

TABLE 1

Questionnaire Response Data

	Questionnaires Sent	Questionnaires Returned	Percent Returned
Military Installations	123	77	63
Two Year Colleges	96	51	53
Four Year Colleges	68	42	62

Comparisons Between and Among Institutions

The questionnaires contained common items among the three different institutions so that some comparison could be made from the different perspectives. In some cases, all three types of institutions were included and in others it was appropriate to have only the two and four year colleges respond.

The first substantive question to be asked of the colleges was about their difficulties in meeting the SOC criteria. In both two and four year colleges, the reports indicated overwhelmingly that the policy already existed or that only slight changes were necessary to meet the criteria. Modification of residency requirements was the most frequently cited criterion as requiring the most effort to change. Table 2 presents the data in a compacted form for two and four year colleges. Complete data and copies of the criteria appear

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in the Appendix.

TABLE 2

	Criterion In Existence or Slight Difficulty		Criterion required Substantial Change or Impossible	
Criterion	Two Year	Four Year	Two Year	Four Year
I	97%	95%	3%	5%
II	96%	100%	4%	---
III	92%	92%	8%	8%
IV	87%	88%	13%	12%
V	90%	97%	10%	3%
VI	92%	69%	8%	31%
VII	96%	92%	4%	8%
VIII	91%	97%	9%	3%
IX	100%	100%	---	---
X	98%	100%	2%	---

TABLE 2 DIFFICULTY OF MEETING SOC CRITERIA FOR TWO AND FOUR YEAR COLLEGES

It is quickly apparent from the table that only one of the criteria, Number VI, presented any significant problem and also accounts for the only major difference between two and four year institutions. Criterion Number VI is the one concerning residency requirements. The large size of the discrepancy probably exists because of slightly different ways of presenting the criteria. However, even adjusting for those differences

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it still seems clear that the four year colleges have greater difficulty meeting the residency criteria. Two other criteria, V and VIII, appear to show some discrepancy between two and four year institutions. However, it is likely that the difference can be accounted for by actual differences in the criteria. For two year colleges Criterion V indicates that the "major portion of the associate degree requirements can be earned" through nontraditional modes. The four year criterion states that the major portion of the lower division requirements can be met by nontraditional means. In the first case the criterion calls for over half the requirements for a degree to be met in nontraditional ways while the second asks only for over one quarter. Although the same number of credit awards are involved in both, the perception by the two institutions could be quite different resulting in the two year institutions finding it somewhat more difficult to meet the criterion.

Criterion VIII presents a similar situation. With the two year colleges, an advisory council is called for while the four year criterion merely encourages liaison with the Armed Forces and other institutions. Again, the difference in the criterion for the two types of institutions would appear to account for the slightly greater difficulty in two year colleges.

Table 3 illustrates the response to the question asking how the policy change was accomplished.

There appears to be some real differences in the means used to accomplish the changes at the two types of institutions. A substantial difference exists in the greater use of trustees or governing boards

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TABLE 3

METHOD OF POLICY CHANGE

Method	2 Year	4 Year
Faculty Vote	16%	26%
Modification of State or Local Law	2%	3%
Presidential Directive	30%	40%
Trustee or Governing Board Action	25%	5%
Other (Most Frequest were Dean or Administrative Staff)	27%	26%

by the two year institutions on the one hand and the faculty vote and presidential directive by the four year colleges on the other.

All three types of institutions were asked what they thought of the idea of making the SOC criteria less stringent. It should be kept in mind in considering the answers to that question that, on the average, over 90% of the colleges responded that they had to make no or only slight policy changes to meet the criteria in the first place.

TABLE 4

LESS STRINGENT SOC CRITERIA

Do you feel it is possible to make SOC criteria less stringent and still provide servicemen with essentially the same quality of education?

	Military	2 Year	4 Year
Yes	18%	56%	38%
No	82%	44%	62%

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It seems clear that ESOs perceive the SOC criteria as helpful to service personnel to a much greater degree than the college respondents. This is further substantiated by the ESOs responses to questions about changes with regard to such things as passing the GED at CASE minimums, admission without a high school diploma or equivalency, numbers of courses offered and other matters related to the SOC criteria. It appears on balance from the response to this question and in light of the information in Table 2, that no strong case can be made for any lessening of the SOC criteria.

The following three tables covering the functions of the Servicemen's Counselor, the Advisory Council and the manner of promotion of SOC status and policies are presented here simply to show that there is little difference between two and four year institutions.

TABLE 5

What roles and functions will be performed by the SOC Servicemen's Counselor?

2 Year	Rank Order	4 Year
Academic Planning/Advisement	1	Academic planning/advisement
Teaching responsibilities	2	Liaison activities with base education personnel
Evaluation of transcripts, etc.	3	Liaison activities with college staff

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TABLE 6

The Advisory Council now performs (or will perform) what functions?

2 Year	Rank Order	4 Year
Promoting close cooperation/ planning between college and base officials	1	Reviewing effectiveness of the college's SOC program
Reviewing effectiveness of the college's SOC program	2	Promoting close cooperation/ planning between college and base officials
Assisting college in preparing SOC status	3	Recommend new or revised college services and programs for servicemen

TABLE 7

How does the college publicize or promote its SOC status and policies?

2 Year	Rank Order	4 Year
Announcements in college catalog	1	Personal visits to base
Personal visits to base	2	Announcements in college catalog
Flyers for distribution on base	3	Flyers for distribution on base

Contained in each questionnaire was a question asking what needs to be done next to improve SOC and service personnel's educational opportunities.

Table 8 presents the responses to this question.

There seems to be general agreement that more active promotion of the system would be desirable. The discrepancy between the military and the colleges on the two expansion actions is perhaps understandable when the question is viewed from the different perspectives. The ESO

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TABLE 8

Steps Needed for Improvement

Percent Indicating			
Military	2 Year	4 Year	
83	37	10	Expand the number of colleges
45	23	10	Expand the number and variety of course offerings
11	2	18	Modify SOC Criteria
53	65	85	Promote the system more actively
--	35	54	*Subsidize the system heavily through DOD
21	12	13	Get more direction from DOD

*This action was not included on the military questionnaire.

sees expansion of institutions and courses as providing greater opportunities for servicemen. The colleges, on the other hand, have an understandable reluctance to share the potential student population any more widely than is now the case. At the same time, they view more and wider variety of course offerings as an additional expense. It should be noted that the institutions were not asked to vote on each of the actions listed but to check what they felt needed to be done next. In this context, it is particularly understandable why the four year colleges would check promotion in that they are just now getting started as SOC institutions.

A thoughtful examination of the comparative data shows two and four year colleges seem to be responding pretty much alike with a greater institutional bias than the ESOs who tended to respond in favor of their clients, the military personnel.

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Military Installations

The questionnaires mailed to the military installations contained some items that allowed comparisons to be made between bases that had populations less than and greater than 5000. In addition, comparisons could be made before and after the SOC program went into effect. Full data appears in the Appendix. Table 9 presents data regarding admissions requirements.

TABLE 9

Admissions Requirements

		Percent of Installations Responding								
		Always			Sometimes			Never		
		<5000	>5000	Total	<5000	>5000	Total	<5000	>5000	Total
1.	a. Prior to SOC	50	51	51	42	49	46	8	0	3
	b. Since SOC	83	76	79	13	22	18	4	2	3
2.	a. Prior to SOC	17	22	20	49	59	54	34	19	26
	b. Since SOC	29	30	30	42	57	49	29	8	21
3.	a. Prior to SOC	4	2	3	16	22	20	80	76	77
	b. Since SOC	4	2	3	0	11	6	96	87	91
	N's=	24	37	61						

1. In your experience, have admissions policies permitted enrollment of service personnel who lacked a high school diploma but who have passed the GED at CASE minimums?

2. In those colleges not restricted by state or local regulations, have servicemen been admitted even though they lacked a high school diploma or equivalency certificate?

3. Have there been cases where a serviceman was penalized by additional entrance requirements simply because he was in the armed forces?

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It seems clear that acceptance of the GED at CASE recommendations increased spectacularly from the "sometimes" category to the "always" level. While the responses to Question #2 didn't show as dramatic a change from before SOC to after, it still appears that a substantial modification in favor of admitting service personnel without either a high school diploma or a GED equivalency. Finally, although the number of bases reporting additional entrance requirements for service personnel was small, there again appears to be change favoring the military student. There were no major differences in the reports from bases less than 5000 compared to those greater than 5000 except possibly a somewhat lesser problem with additional entrance requirements for the smaller installations.

The responses to the three questions covered in Table 9 show a substantial change in admissions requirements since the advent of the SOC program. However, the fact that two installations reported that the GED was never accepted and eleven only sometimes as meeting admissions requirements creates concern. If the colleges involved are SOC institutions, they are clearly in violation of the SOC criteria and their designation as SOC colleges should be withdrawn. If they are not SOC institutions, some questions should be raised about their access to base facilities if they are using them.

The changes in the number and types offered to military personnel is shown in Table 10.

Here again we find a very positive change since the inception of the SOC program with approximately one half of the installations reporting higher or much higher in response to the questions about both

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TABLE 10

Number and Type of Courses Since the Inception of SOC

	Percent Responding				
	Much Higher	Higher	Same	Lower	Much Lower
Number of Courses	12	36	49	0	0
Type of Courses	15	31	54	0	0

the number and type of courses offered. Questions regarding residency requirements, credit for nontraditional learning and transfer all showed the same tendency as the admissions and number and type of courses with what is clearly an improved situation for service personnel. Thirty percent of the bases reported lower admissions requirements. The maximum credit given for such nontraditional means as USAFI, CLEP and CASE evaluated military training was reported as increased greatly by twenty-nine percent and increased some by forty-one percent of the responding installations. Similarly, transfer policies were reported as more generous by 52 percent for traditional credits and 65 percent for nontraditional.

There can be little doubt that in the eyes of the Educational Service Officers there have been considerable improvements in the areas of the main SOC criteria since the SOC program began.

They reported a positive change (in terms of military personnel) in more liberal admissions, more courses, relaxed residency requirements, greater acceptance of nontraditional learning and more generous transfer policies. The response to the last question asked on the military

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installation questionnaire is typical of responses throughout. "Based on your experience thus far, do you feel that the SOC approach demonstrated enough actual or potential benefits for your clients to justify its continuation? Ninety-six percent said yes while only four said no.

Four Year Colleges

Because the four year colleges had not functioned as SOC institutions at the time of the survey, it was necessary to limit the questioning to experiences in meeting the criteria and the plans for operation.

About ninety percent of the institutions reported that policy already existed or only slight changes were necessary to meet the SOC criteria. The residency requirements were cited most frequently as requiring the most effort to change. Where change was required, the modification was most often accomplished by directive of the president with a faculty vote being the next most often used.

Members of the regular counseling staff and directors of admission were frequently mentioned as the person designated as the Servicemen's Counselor. The most common arrangement, however, seemed to be a special position. Eighty-five percent of the respondents indicated that they expected the Servicemen's Counselor to act as an advocate or ombudsman for service personnel in their relationships with faculty and staff at the college.

The advisory council's functions most frequently cited were reviewing the effectiveness of the SOC program at the college and promoting close cooperation between college and base officials. The

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councils are made up predominantly of college administrators and faculty but also have a fair representation of servicemen students and military staff. There was strong agreement among the colleges that a more active promotion of the SOC program is needed as a next step.

It is expected that as the four year colleges have the experience of actually operating as SOC institutions there will be much stronger opinions about aspects of the program. For now, it appears that at least a reasonable number were able to meet the criteria with some ease and that they should be able to provide the services called for.

Two Year Colleges

The two year colleges had had students under the SOC program since at least the Fall term of 1973 when they received the questionnaires in March, 1974. Thus, the responses that were made reflect the actual and quite recent experience of operating under the SOC criteria with service personnel. Complete data appear in the Appendix.

The data collected show an average increase since SOC in military personnel of forty-five percent on base and thirty-nine percent on campus. The total number of servicemen currently enrolled in the forty-four colleges responding to the question is slightly over twenty-five thousand. Substantial increases were reported in admitting students without either a high school diploma or an equivalency. The following table shows the increases in the award of credit for non-traditional means since the SOC program.

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TABLE 11

Increase in Credits Awarded Since Becoming a SOC

	Percent Indicating an Increase
A. USAFI Courses/Tests	31
B. CAPE Evaluated Courses	33
C. CLEP General	21
D. CLEP Subject	19
E. Institutional Examinations	26
F. Other	10

The average number of students who completed or are about to complete degree or certificate programs rose from twenty-one for 1972-3 (pre-SOC) to thirty-six for the current year.

The two year colleges like the four year institutions, had the most trouble with the residency criteria and similarly made the policy changes through presidential directive and faculty vote. Unlike the four year colleges, they also made significant use of trustee or governing board action to accomplish the change.

Thus, it appears that in its first year of operation in two year colleges, the SOC program can be credited with impressive increases in enrollment of service personnel at their institutions. The increase was accompanied by a greater number of courses and more liberal entrance requirements, transfer policies and credit award for nontraditional learning. It seems that on the whole the SOC designated two year institutions are meeting the criteria and beginning to provide the greater opportunities for service personnel that is the aim of the program.

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PART III

RECORD KEEPING AND DATA COLLECTION

The visits and questionnaire returns indicated that while certain kinds of numbers were being kept, substantive data about quality, dropouts, time to completion of degree, matriculated students, degrees accomplished, credits given for military training, CLEP credits given, wasted credits and a host of other pieces of information are simply not available in any systematic and reliable way. Opinions can be obtained, individual institutions have good data, ESOs have varying levels of information, but there doesn't seem to be a system in hand that will allow the kinds of hard data and projections that can properly be used as supportive or nonsupportive of the continued funding of the educational programs. Equally, the data are not available to substantiate the present procedures as being productive of better morale, better personnel, better recruiting, better education, and, ultimately, a better military force. This section of the report is intended to suggest some relatively simple data collection procedures and devices that can provide a data base for evaluating the ongoing SOC program as well as other external educational programs within the military. They should also provide immediate help to the institutions and the military bases in doing a better job of counseling and advising students as well as planning for succeeding semesters. The procedures have been designed to be done by hand using paper files. Institutions or bases that use automated data processing equipment can

Name _____ Student # _____ Date _____

Address _____ Serial # _____

Rank _____ Time in Service _____

Date Began College Work _____

High School Grad Major _____

GED Degree _____

Contract for Degree _____

Credits awarded

CLEP (enter scores on reverse _____

Military Training _____

Transfer _____

Work Experience _____

Other _____

Total _____

Course	Credit	Grade	CXG	Course	Credit	Grade	CXG

GPA	YEAR
1.	
2.	
3.	
4.	
5.	
6.	

Graduate _____

Transfer _____

Dropout _____

(REVERSE SIDE)

Course	Credit	Grade	CXG

Name _____ #

Course	C	G	CXG

CLEP	
Test	Score
Eng. Comp	
Math	
Nat. Sci.	

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readily adapt the hand system to whatever equipment they use. In the educational institutions, it would seem most appropriate that the system should be maintained as a cooperative arrangement between the registrar's office and the serviceman's counselor's office. On the military bases, the ESOs are the obvious place.

A Card File System for SOC

In a strictly hand system, it is intended that service personnel records be kept separate from and probably in addition to the regular records of the registrar. The system envisions the use of 5 X 8 cards, but that is purely arbitrary and other sizes would, of course, work. A suggested format for the card appears at left. It is not intended that it be followed rigorously, but the data indicated to be collected are necessary to do the kinds of studies and evaluations that will be suggested.

The system begins with the student making his first registration and being asked to complete the card as far as name, address, rank, serial number, date, student number, time in service, high school or GED and his major and degree he is working toward, if appropriate. He also enters the course names and credits for which he is registering. At the point that a decision is made about awarding credit for CLEP, military training, transfer, work experience or other means, the amount awarded is entered on the appropriate line. CLEP scores are recorded on the reverse of the card. At the end of registration, the cards are alphabetized and placed in a file. The file should constitute

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every person from a particular base who is enrolled in a course at the institution. A check should be made against the records indicating DOD tuition support or VA GI Bill support to assure a complete file. The file complete, the system is ready to begin functioning.

At the next semester or quarter, the file is available at registration. As each student begins registration, the file is checked and the appropriate card is pulled and given to him with the other registration materials. The student is directed to record the grades he received in the courses that he took the previous term, to multiply the credits times the grade and to enter the names and credits for which he is currently registering. The students card is then placed alphabetically in a new current file. First time students complete a card and it is also filed in the new or current file. At the end of registration, whatever is left in the old file comprises the students who, for whatever reason, have not enrolled in the succeeding term.

A series of things might be done with the old file. The first step is to obtain a list of military personnel who obtained degrees at the end of the term, pull their cards, enter the information about graduation and file the card in the graduate file. If the information about graduation can be obtained before registration and the cards pulled ahead of time, it would be a better procedure. The remaining personnel might be contacted by post card or telephone and reminded about a special late registration (if possible). If no late registration is possible, the contact might be planned for the following term.

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The contact might be through the individual's unit commander as this would reveal if the individual had been transferred. If so, the information should be recorded and the card filed in the transfer file. At the succeeding registration, both the current file and the old file should be available in order to take care of those who dropped out one term and are then enrolling again. At the end of this registration, there will be a new current file, a new old file and the remains of the original old file. These remains should be colorcoded to indicate that the person had dropped out for two terms in a row. If three terms in succession are missed, the card should be pulled, "dropout" checked and placed in a dormant file.

At the end of the academic year (the end of summer session should be considered the end of the year), summary data should be prepared using the card files. Simple counts of graduates, transfers, dropouts, and current students should be done as a minimum. The graduate file should be analyzed with the amount of time taken to accomplish the degree (AA or BA) tabulated. Grade point averages should be calculated for all graduates, transfers, old and current students. The graduate, transfer and dropout files should be stored as inactive. A chart illustrating how the file functions appears in the Appendix.

Given the base data in the files, many studies could be done that should prove helpful in many ways. The following list of some such studies is not intended to be exhaustive but merely illustrative.

1. A comparison of dropouts with graduates on such things as CLEP credits awarded, rank, years in service, high school graduate or GED.
2. Calculation of the average number of courses taken per year.

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3. Study the relative academic performance of individuals in terms of grade point average and CLEP scores.
4. Study academic performance of dropouts, of graduates, by rank, by years in service, compared to civilian students, etc.
5. Calculation of the range and averages of credits awarded for CLEP, Military training, transfer and other.
6. Study of different majors compared to other data.

The idea of the studies is to help in evaluating programs and courses, plan future programs, give better advice and guidance to students and obtain a better understanding of the nature of what it is that the SOC effort is trying to assist. As an example of the kinds of things that might be done with little effort but with a great potential payoff where faculty or administration is leary about awarding too many credits for CLEP, the following simple study is described.

A simple tabulation is done from the files using CLEP credits awarded and grade point average (GPA). The grade point average for each person receiving a range of credits is recorded and the average calculated. For example, the average GPA is calculated for those awarded no credits, those awarded 1 to 6, 7 to 12, 13 to 18, 19 to 24 and 25 to 30. The information can be presented using a bar graph as illustrated. (see next page) It is even likely that the graph would take a form somewhat like that shown in the illustration. Such a graph along with other data could be used to bolster arguments for greater award on credit for nontraditional learning.

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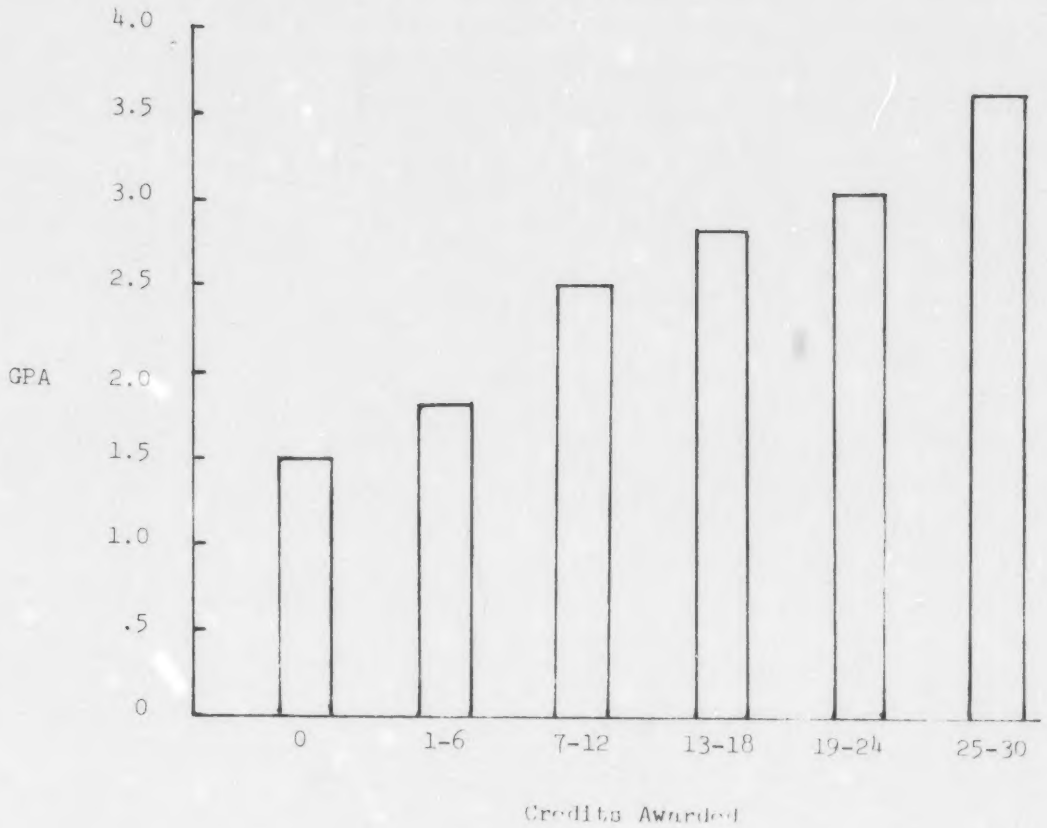
CLEP Credits Compared to GPA



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The role of the military base in the system is one of cooperation and exploitation. By knowing quickly which service personnel have failed to register in a succeeding term, the ESO is able to make contact with the individuals and deal with problems that may have caused the failure to continue in the program. By keeping a record of such problems, the ESO is able to provide the college with valuable documented information that can be of great help in keeping the program responsive to the needs of the military personnel for whom it was designed. The ESO also has the documented records to support an effort to make changes at the military installation if that is the source of difficulty.

If a person has been transferred, the ESO has the obligation to notify the college so that the card for that individual is placed in the"transfer file" rather than the "dropout file". A possible extra followup could occur for transferred personnel. A copy of the individual's SOC file card could be made and forwarded to the ESO at the base to which the person was transferred. The receiving ESO could then make contact and encourage the individual to continue in the program.

Although the chart and the description of how the file functions may seem a little complex, it actually is quite simple. It consists of a card for each student that is placed in one of five locations: the current file, the old file, the transfer file, the graduate file or the dropout file. The system's use allows for rapid followup of potential dropouts and the systematic storing of data in a readily accessible manner. The storing of the data in turn allows for regular

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evaluation of the SOC program on a local or national basis and for special studies on a variety of important issues and characteristics of the SOC program.

Appendix A

SITE VISITS

1. Directions for Making Appointments at Visit Sites

2. Military Installation Site Visits

3. Two Year College Site Visits

4. Four Year College Site Visits

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Directions for Making Appointments at Visit Sites

A. Interviews at Military Installations

Appointments

I. Individuals who are enrolled in a SOC two year program, working toward a degree either Associate or Bachelor. Some (2) individuals who are in four year program even though it is not a SOC institution. Appointments scheduled for 45 minutes each. Try for: representation of older noncommissioned officers or tech grades and relatively new in the military who probably will not make a career in the military. Schedule three in a.m. and three in p.m.

II. Appointment with at least one counselor for 45 minutes, probably p.m.

III. Appointment with ESO for 45 minutes to an hour.

IV. Courtesy call on base commander.

B. Interviews at Servicemen's Opportunity Colleges

Individual Interviews

I. Designated trained "Servicemen's Counselor"--at least one hour.

II. Representative from registrar's office who is familiar with policy on evaluation of military personnel credentials--one hour.

III. Individual who completed application or person most involved in trying to adapt or adjust institutional policy to meet SOC criteria--one hour.

IV. Two teachers, full time, who teach courses on the base or who have substantial exposure to military personnel as students--one hour each or together.

V. Recommendation of person called as to other significant individuals

on campus who are or were involved in changes or process of becoming a SOC college. Quite possibly a person or persons who have been directing or coordinating programs with the military before SOC came into being--one hour.

Military Installation Site Visits

Fort Bliss, Texas

Fort Eustice, Virginia

Fort Meade, Maryland

Fort Ord, California

Marine Corps Recruit Depot, California

McDill Air Force Base, Florida

Norfolk Naval Station, Virginia

Pensacola Naval Air Station, Florida

San Diego Naval Air Station, California

Vandenburg Air Force Base, California

Two Year College Site Visits

Allen Hancock Community College, California

Ann Arundel Community College, Maryland

El Paso Community College, Texas

Hillsborough Community College, Florida

Monterey Peninsula College, California

Pensacola Junior College, Florida

Thomas Nelson Community College, Virginia

Four Year College Site Visits

Chapman College, California

Golden Gate University, California

Hampton Institute, Virginia

New Mexico State University, New Mexico

University of Maryland, Maryland

University of San Diego, California

University of South Florida, Florida

University of West Florida, Florida

Appendix B

MAIL SURVEY

I. Recipients

- A. Military Installations
- B. Two Year Colleges
- C. Four Year Colleges

II. Questionnaires

- A. Military Installations
- B. Two Year Colleges
- C. Four Year Colleges

III. Accompanying Letters

- A. Military Installation
- B. Two Year College
- C. Four Year College

Military Installations

Alabama

Fot McClellan

Maxwell Air Force Base

Redstone Arsenal

Arizona

Davis-Monthan Air Force Base

Fort Huachuca

Luke Air Force Base

MCAS, Yuma

Williams Air Force Base

Yuma Proving Ground

Arkansas

Little Rock Air Force Base

California

Twenty-nine Palms MCB

Vandenberg Air Force Base

Presidio

Fort Mason

Treasure Island Naval Station

Hunters Point Naval Station

Nav Weapons, Seal Beach

MCAS, Hawaii

Navy Ed. and Tng, Long Beach

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MCAS, El Toro

MCAS, Santa Ana

Los Alamitos NAS

Seal Beach Ammo Depot

Hunter-Liggett Air Force Base

Fort Ord

Sharpe Army Depot

Ammo & Net Depot, Seal Beach

Mather Air Force Base

LeMoore NAS

Long Beach Naval Station

Long Beach Naval Shipyard

Castle Air Force Base

Camp Pendleton

Norton Air Force Base

MCAF, Santa Ana

Beale Air Force Base

Serves bases in:

- Japan
- Okinawa
- Philippines
- Taiwan
- Korea

Colorado

Lowry Air Force Base

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Fitzsimons Army Hospital

Fort Carson

Ent Air Force Base

Air Force Academy

Goose Bay Air Force Base (Labrador)

ADC-GSUs (approximately 40 radar sites)

Connecticut

Westover Air Force Base

Nav Submarine Base

Delaware

Dover Air Force Base

Florida

Pensacola NAS

Nav Comm Tng Cen

CVT-16 Lex (Aircraft Carrier

Ellyson Field NAS

Saufley Field NAS

Whiting Field NAS

Jacksonville NAS

Cecil Field NAS

Mayport Naval Station

Tyndall Air Force Base

MacDill Air Force Base

Homestead Air Force Base

Georgia

Fort McPherson

Atlanta Army Depot

Illinois

Great Lakes Naval Base

Fort Sheridan

Chanute Air Force Base

European on-base programs

Kansas

Fort Riley

McConnell Air Force Base

Richards-Gebaur Air Force Base

US Marine Corps HQ, 9th Marine District

US Marine Corps Automated Svc Ctr

Olathe NAS

Fort Leavenworth

US Marine Corps Finance Ctr.

Forbes Air Force Base

Kentucky

Fort Campbell

Maryland

Fort George G. Meade

USNS Annapolis

USCGS Curtis Bay

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Edgewood Arsenal

Aberdeen Proving Grounds

Massachusetts

Boston Naval Shipyard

Westover Air Force Base

Fort Devens

Michigan

none

Mississippi

Meridian NAS

Keesler Air Force Base

Gulfport Naval Base

Missouri

Fort Leonard Wood

Richards-Gebaur Air Force Base

Fort Leavenworth

Montana

Kalispell Air Force Base

New Hampshire

Pease Air Force Base

New Jersey

Fort Dix

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New York

Plattsburgh Air Force Base

Lockport Air Force Base

Niagara Falls, Air Force Base

North Carolina

Fort Bragg

Pope Air Force Base

Seymour Johnson Air Force Base

Oklahoma

Altus Air Force Base

Tinker Air Force Base

South Carolina

Myrtle Beach Air Force Base

Naval Weapons Sta

Charleston Army Depot

Charleston Air Force Base

Fort Jackson

McEntyre Air National Guard

Charleston Naval Bases

MCAS, Beaufort

Parris Island MCRD

Tennessee

Memphis NAS

Texas

Chase NAS

Fort Hood

Fort Bliss

Webb Air Force Base

Brooks Air Force Base

Lackland Air Force Base

Randolph Air Force Base

Kelly Air Force Base

Fort Sam Houston

Reese Air Force Base

Virginia

Naval Weapons Lab

Quantico Marine Base

Fort Belvoir

Pentagon

HQs Battalion, HQMC

Marine Barracks, 8th and I Sts, SE

Marine Security Guard Battalion, State Department

Marine Support Battalion, Naval Security Group

Norfolk Naval Installations

Fort Eustis

Fort Monroe

Langley Air Force Base

Washington

Othello RAdar Station

Marine Barracks, Puget Sound Naval Station

Naval Hospital, Puget Sound Naval Station

Kingston NIKE site

Seattle Naval Carrier Center

Sandpoint NAS

Keyport Naval Torpedo Station

McChord Air Force Base

Fort Lewis

Fairchild Air Force Base

Whidby Island NAS

13th Naval District Bases

POMFPAC-NAD

CAMNAV (Guam)

bases in Europe

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Two Year Colleges

Alabama

Alexander City State Junior College

Gadsden State Junior College

John C. Calhoun State Technical Junior College

Arizona

Arizona Western College

Cochise College

Glendale Community College

Maricopa Technical College

Mesa Community College

Phoenix College

Pima Community College

Scottsdale Community College

Arkansas

Arkansas State University

California

College of the Desert

Allan Hancock College

City College of San Francisco

Gavilan College

Golden West College

Hartnell College

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Humphreys College

Long Beach City College

Los Angeles City College

Merced College

Monterey Peninsula College

Palomar College

Orange Coast College

Sacramento City College

San Bernardino Community College

Santa Ana College

West Hills Community College District

Yuba College

Colorado

Community College of Denver

El Paso Community College

Connecticut

Asnuntuck Community College

Mohegan Community College

Post Junior College

Quinebaugh Valley Community College

Delaware

Delaware Technical and Community College

Florida

Florida Junior College at Jacksonville

BEST COPY AVAILABLE

Gulf Coast Community College

Hillsborough Community College

Miami-Dade Junior College

Pensacola Junior College

Georgia

Clayton Junior College

DeKalb College

Illinois

Central YMCA Community College

College of DuPage

Parkland College

Wilbur Wright College

Kansas

Hutchison Community Junior College

Johnson County Community College

Kansas City Kansas Community Junior College

Kentucky

Hopkinsville Community College

Maryland

Anne Arundel Community College

Harford Community College

Massachusetts

Mount Wachusett Community College

North Shore Community College

Springfield Technical Community College

Michigan

Lansing Community College

Mississippi

Meridian Junior College

Mississippi Gulf Coast Junior College

Missouri

Crowder College

Longview Community College

Maple Woods Community College

Penn Valley Community College

Montana

Flathead Valley Community College

New Hampshire

New England Aeronautical Institute & Daniel Webster Junior College

New Jersey

Burlington County College

Mercer County Community College

New York

Clinton Community College

Niagara County Community College

Rockland Community College

Villa Maria College of Buffalo

BEST COPY AVAILABLE

North Carolina

Fayetteville Technical Institute

Mount Olive College

Oklahoma

Altus Junior College

Oscar Rose Junior College

South Oklahoma City Junior College

South Carolina

Berkeley-Charleston-Dorchester Technical Education Center

Coastal Carolina Regional Campus, U. of S. C.

Tri-County Technical Education Center

Greenville Technical Education Center

Midlands Technical Education Center

Palmer College

Tennessee

State Technical Institute at Memphis

Texas

Lee County College

Central Texas College

El Paso Community College

Howard County Junior College

St. Philip's College

South Plains College

Virginia

Gemanna Community College

Northern Virginia Community College

Tidewater Community College

Thomas Nelson Community College

Washington

Big Bend Community College

Fort Steilacoom Community College

Olympic College

Seattle Central Community College

Skagit Valley College

Spokane Community College

Tacoma Community College

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Four Year Colleges

Alabama

Auburn University

Troy State University

California

Chapman College

Golden Gate University

University of San Diego

Colorado

Metro. State College

Southern CO State College

District of Columbia

American University

George Washington University

Florida

Florida Institute of Technology

University of North Florida

University of South Florida

University of West Florida

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Georgia

Augusta College

University of Georgia

Idaho

University of Idaho

Illinois

Eastern Illinois University

McKendree College

Northeastern Illinois University

Sangamon State University

Indiana

University of Evansville

Kansas

Kansas State University

Ottawa University

Kentucky

Eastern Kentucky University

Louisiana

Northwestern State University

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Maine

St. Francis College

University of Maine, Ft. Kent

University of Maine, Presque Isle

Maryland

St. Mary's College

University of Maryland

Massachusetts

University of Massachusetts

Michigan

Central Michigan University

Eastern Michigan University

Lake Superior State College

Northern Michigan University

Siena Heights College

Minnesota

St. Mary's College

Missouri

Central Missouri State University

Columbia College

Webster College

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Montana

College of Great Falls

Nebraska

University of Nebraska

New Jersey

Thomas Edison College

New Mexico

New Mexico State University

New York

Ladycliff College

Long Island University, Brooklyn

New York Institute of Technology

State University College of Arts & Sciences, Plattsburg

SUNY, Regents

North Carolina

East Carolina University

Fayetteville State University

Pfeiffer College

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Ohio

Union for Exp. Colleges

Ohio Dominican College

Oklahoma

Cameron College

Pennsylvania

Bloomsburg State College

Pennsylvania State University

University of Pittsburgh

Texas

American Technical University

McMurry College

Sul Ross State University

Texas Lutheran College

Utah

Utah State University

Weber State College

Virginia

Hampton Institute

Old Dominion University

Virginia Commonwealth University

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Washington

Central Washington State College

Eastern Washington State College

Wisconsin

University of Wisconsin, Green Bay

University of Wisconsin, Stout

SURVEY OF SERVICEMEN'S OPPORTUNITY COLLEGE MILITARY INSTALLATIONS

Following the General section which will help us describe your installation, you will find a number of questions related to the SOC criteria for two and four year colleges. Most of the questions require only a check mark or brief answer. Please read each question carefully. You may wish to refer to the SOC criteria for two and four year colleges which are enclosed with this questionnaire. Using the postage-paid envelope provided, please mail to:

March, 1974

Educational Testing Service
Princeton, N.J. 08540
Attn: Room B-018

General

Respondent (Name)_____

Title (ESO, etc.)_____

Installation (Name)_____

Location_____

Branch of Service (Circle): Army, Navy, Marine Corps, Air Force

Affiliated SOC institution(s):_____

_____

1. What is the approximate size of the base in terms of active duty personnel?

___a.	Less than 1,000	___d.	5,000 - 9,999
___b.	1,000 - 2,499	___e.	10,000 - 19,999
___c.	2,500 - 4,999	___f.	over 20,000

ADMISSIONS REQUIREMENTS

1. In your experience, have admissions policies permitted enrollment of service personnel who lacked a high school diploma but who have passed the GED at CASE minimums?

	Always	Sometimes	Never
a. Prior to SOC	_____	_____	_____
b. Since SOC	_____	_____	_____

2. In those colleges not restricted by state or local regulations, have servicemen been admitted even though they lacked a high school diploma or equivalency certificate?

	Always	Sometimes	Never
a. Prior to SOC	_____	_____	_____
b. Since SOC	_____	_____	_____

3. Have there been cases where a serviceman was penalized by additional entrance requirements simply because he was in the armed forces?

	Frequently	On occasion	Never
a. Prior to SOC	_____	_____	_____
b. Since SOC	_____	_____	_____

STUDY OPPORTUNITIES

1. For the current academic year (1973-74) please indicate the approximate number of courses of study and servicemen enrolled in the following types of courses: (Please estimate even though the categories may not be mutually exclusive.)

Number of Servicemen		Usual Number of Courses
_____	On-base	_____
_____	On-campus	_____
_____	Evening	_____
_____	Weekend	_____

2. Without actually tabulating, approximately what percent of these servicemen are:

a. Enlisted men ____ Warrant ____ Officers ____
b. Under 20___ 21-30___ 31-40___ Over 40___
c. Male____ Female____
d. Career Servicemen____ Non-Career Servicemen____
e. White____ Black____ Spanish/American___ Other____

3. Compared to pre-SOC years would you say that the number and type of courses offered during the current academic year are:

	Much Higher	Higher	Same	Lower	Much Lower
a. Number of courses	_____	_____	____	_____	_____
b. Type of courses	_____	_____	____	_____	_____

COMPLETION OF INTERRUPTED WORK

1. What special or optional non-traditional modes of instruction do SOC colleges make available to servicemen when their course work is interrupted by military obligations?

___a. Credit-by-examination.
___b. Correspondence courses.
___c. Independent study.
___d. Other._____
___e. Combinations of those checked.

RESIDENCY REQUIREMENTS

1. Cite the minimum residency requirements of the institution(s) serving your base. (Name each college if more than one serves the base.)

_____Semester hours
_____Quarter hours

2. Compared to pre-SOC years this requirement is:

_____Higher _____Same _____Lower

3. Which of the following options are provided by the institution(s) serving your base:

_____Contract for Degree.
_____Waiver of residency requirements.

4. Can this requirement be met at any time (begining, final, or intermittant) ?

_____Yes _____No

CREDIT FOR NON-FORMAL LEARNING

1. What has been the maximum credit actually given for the following since the institution(s) serving your base was/were designated a SOC college? (Identify colleges if more than one serves the base.)

	College(s)	
a. USAFI Courses/Tests	_____	_____
b. CASE Evaluated Courses	_____	_____
c. CLEP General Examinations	_____	_____
d. CLEP Subject Examinations	_____	_____
e. Institutional Examinations	_____	_____
f. Other Examinations (Identify)	_____	_____
g. All Nontraditional Modes Combined	_____	_____

2. Compared to pre-SOC years, the maximum credit given for most non-traditional modes has:

___Increased Greatly ___Increased Some ___Remained the Same

___Decreased Some ___Decreased Greatly

TRANSFER POLICIES

1. With regard to the two broad types of learning experiences outlined in Criterion VII, how would you describe the transfer policy of the institution(s) serving your base since it became a SOC college?

	More generous	No change	Less generous
Traditional	_____	_____	_____
Non-traditional	_____	_____	_____

ADVISORY COUNCIL

1. Who from the base serves on the SOC Advisory Council?

_____a. Base Commander
_____b. Education Service Officer
_____c. Servicemen Students
_____d. Other _____

COMMUNICATION WITH COLLEGE

1. What contact and assistance has the base received from the college with respect to organizing educational programs for servicemen?

Type of Contact	Frequency: Very Frequent	Occasional	Never
a.Publications	_____	_____	_____
b.Letters	_____	_____	_____
c.Workshops &Mtgs.	_____	_____	_____
d.Personal visits	_____	_____	_____
e.Other	_____	_____	_____

	Quality: Excellent	Good	No Help
a.Publications	_____	_____	_____
b.Letters	_____	_____	_____
c.Workshops &Mtgs.	_____	_____	_____
d.Personal visits	_____	_____	_____
e.Other	_____	_____	_____

SPECIAL ACADEMIC ASSISTANCE

1. At what locations do SOC colleges provide tutorial or similar learning assistance to your servicemen?

___a. on-base.
___b. on-campus.
___c. both.
___d. none provided.

2. Are these tutorial services?

___a. Remedial.
___b. Reg. courses
___c. Both

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OVERVIEW AND FUTURE DIRECTIONS

1. What do you feel is the best way to promote SOC among servicemen of all ranks on your base?

___a. Bulletins and brochures produced by colleges
___b. Bulletins and brochures produced by base
___c. Presentations on SOC by college and base personnel
___d. Direct communication with servicemen by base education officers
___e. Other_____

2. Now that SOC is well underway in two and starting in four-year colleges, what do you feel needs to be done next to improve SOC and servicemens' educational opportunities? (Check all that apply.)

___a. Increase the number of colleges which meet SOC criteria.
___b. Expand and increase the number and variety of course offerings.
___c. Modify SOC criteria. Which ones? Circle all that apply: I, II, III, IV, V, VI, VII, VIII, IX, X.
___d. Promote the SOC system more effectively.
___e. Get more direction from Service Headquarters.
___f. Other (Please Explain) _____

3. Do you feel it is possible to make the SOC criteria less stringent and still provide servicemen with essentially the same quality of education.

___ Yes
___ No

If yes, which ones?_____

4. Based on your experience thus far, do you feel that the SOC approach demonstrated enough actual or potential benefits for your clients to justify its continuation?

____ Yes ____ No

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SURVEY OF SERVICEMEN'S OPPORTUNITY COLLEGES - TWO-YEAR COLLEGES

Following you will find a number of questions related to the SOC criteria for two-year colleges. Most of the questions require only a check mark or a brief answer. For those questions requesting numbers or percentages, use your best estimate...you need not figure exactly. You may wish to refer to the SOC criteria for two-year colleges which are enclosed with this questionnaire. Using the postage-paid envelope provided, please mail the completed questionnaire to:

Educational Testing Service
Princeton, New Jersey 08540
Attn: Room B-018

Respondent_____ Title_____

Institution_____

Address_____

1. What is your Current Total Student Enrollment:

   Head Count_____ FTE_____

2. Consider each SOC criterion and indicate whether or not changes were made in institutional policy in order to meet the requirements of two-year SOC. (Use 0 if policy already existed; 1 if only slight policy changes were necessary; 2 if substantial policy changes were necessary; and 3 if it was not possible to adopt that policy because of state/local law.)

Criterion		0	1	2	3
I.	a.				
	b.				
	c.				
	d.				
II.					
III.					
IV.	a.				
	b.				
	c.				
V.	a.				
	b.				
	c.				
	d.				
	e.				
VI.	a.				
	b.				
	c.				
	d.				
VII.					
VIII.					
IX.					
X.					

3. Considering all SOC criteria, which would you say required the most significant change on the part of the college in order to qualify as a SOC college?

   _____

4. How was policy modified to accomplish this significant change?

   ___ a. Faculty vote
   ___ b. Modification of state or local law
   ___ c. Presidential directive
   ___ d. Trustee or governing board action
   ___ e. Other_____

ADMISSIONS

1. During the 1973-74 school year, how many servicemen did your institution admit to certificate/degree programs?_____

2. Of those admitted, approximately how many

   a. Held either a high school diploma or an equivalency certificate?_____
   b. Did not have a high school diploma nor an equivalency certificate?_____
   c. Transferred from another two-year institution?_____
   d. Were women?_____
   e. Were officers?_____

3. Do any of the figures in (2) above represent an increase over pre-SOC years?

   Yes_____ No_____

   If yes, which ones?_____

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4. Has any SOC counselor assumed the role of advocate/ombudsman for servicemen students?

Yes_____ No_____

5. Is your institution sponsoring a VA-PREP program for servicemen?

Yes____ No____ Present Enrollment____
Program cycles per year_____
Length of cycles_____

NON-FORMAL LEARNING CREDIT POLICIES

1. What is the maximum credit the college has thus far awarded for:

	1973-74	Prior to SOC
a. USAFI Courses/Tests	____	_____
b. CASE Evaluated Courses	____	_____
c. CLEP General Exams	____	_____
d. CLEP Subject Exams	____	_____
e. Institutional Exams	____	_____
f. Other non-traditional modes	____	_____
g. All non-traditional modes combined	____	_____

RESIDENCY POLICIES/CONTRACT FOR DEGREE

1. Are all servicemen stationed in your area entitled to in-state or district tuition rates (in contrast with higher out-of-state or out-of-district rates)?

Yes_____ No_____

2. A "Contract for Degree" option or a planned reverse-transfer policy as described in SOC Criterion VI are offered to:

___ a. Service personnel
___ b. Dependents of service personnel
___ c. Veterans
___ d. All students

3. How many servicemen with whom the college has entered into a "Contract for Degree" are

___ a. Still at the local contiguous base
___ b. Attending another college (transferred from local base)
___ c. Finished with their contracted educational program

4. What charges, if any, are assessed for a "Contract for Degree"?

___ a. None
___ b. An initial, one time charge
___ c. An annual charge
___ d. Other (please specify)

TRANSFER POLICIES

1. Give the percentage of servicemen transferring from other accredited institutions who receive full or partial credit for

	Full Credit	Partial Credit
a. All traditional learning experiences	_____	_____
b. All non-traditional learning experiences	_____	_____
c. All traditional learning experiences only if validated by subsequent individual success in traditional study modes	_____	_____
d. All non-traditional learning experiences only if validated by subsequent individual success in traditional study modes	_____	_____

ADVISORY COUNCIL

1. How many Advisory Council representatives are there from each of the following groups?

___ a. College administration
___ b. College faculty
___ c. College trustees
___ d. Military staff
___ e. Servicemen students
___ f. Non-military students
___ g. Community representatives
___ h. Other (specify)_____

2. Does the Advisory Council serve more than one college or more than one military installation? Yes_____ No_____

If yes, please name:

College _____ _____
Bases _____ _____

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3. Check the functions the Advisory Council or Committee now perform or may in the future?

	Present	Planned
a. Assisted colleges in preparing SOC status	_____	_____
b. Review effectiveness of college's SOC program	_____	_____
c. Promote close cooperation/planning between college and base officials	_____	_____
d. Assist all college staff in understanding and implementing SOC policies	_____	_____
e. Recommend new or revised college services and programs for servicemen	_____	_____
f. Recommend improvements in base policies, facilities, support for educational program	_____	_____
g. Other_____	_____	_____

PROMOTION

1. How does the college publicize or promote its SOC status and policies?

___ a. Announcements in college catalog
___ b. Flyers for distribution on base
___ c. Radio announcements
___ d. Educational TV announcements
___ e. Personal visits to base
___ f. Workshops and regional meetings
___ g. Other_____

CONTINUING COMMITMENT

1. What action has the college taken to insure continuing commitment to servicemen even though the college may discontinue its status as a Servicemen's Opportunity College?

___ a. Modification of college policy
___ b. Support through peer/professional counseling
___ c. Tutorial assistance
___ d. Other_____

OVERVIEW AND FUTURE DIRECTIONS

1. Considering all SOC criteria, which would you say required the most significant change on the part of the college in order to qualify as a SOC college?

_____
_____

2. How was policy modified to accomplish this significant change?

___ a. Faculty vote
___ b. Modification of state or local law
___ c. Presidential directive
___ d. Trustee action or governing board action
___ e. Other_____

3. Now that SOC is well underway in both two and four-year colleges, what do you feel needs to be done next to improve SOC and servicemen's educational opportunities?

___ a. Expand the number of colleges
___ b. Expand the number and variety of course offerings
___ c. Modify SOC criteria
___ d. Promote the system more actively
___ e. Subsidize system more heavily (DoD)
___ f. Get more direction from DoD
___ g. Other_____

4. Do you feel it is possible to make SOC criteria less strigent and still provide servicemen with essentially the same quality education?

Yes_____ No_____

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STUDY OPPORTUNITIES

1. How many of the following types of on-base educational courses are being offered by the college this year and when are they held? (Count off-base locations if within five miles of base entrance.)

	After 6 pm	On Sat. or Sun.
a. Academic, Transfer	_____	_____
b. Technical, Leading to Assoc. Degree	_____	_____
c. Occupational, Leading to Certificate	_____	_____
d. V.A. - PREP	_____	_____
e. Adult, non-credit courses	_____	_____

2. How many additional on-base courses are currently in the planning stages?_____

3. Approximately how many servicemen are enrolled in all programs at all teaching centers and how much of an increase do these figures represent over last year?

Location	Enrollment	Increase
a. On-Base	_____	_____
b. Off-Base or On-Campus	_____	_____

4. Approximately how many servicemen completed planned educational programs (AA degree or Certificate work) last academic year (1972-73)?_____

5. Approximately how many servicemen completed or will complete planned educational programs (AA degree or Certificate work) this academic year?_____

COMPLETION OF INTERRUPTED WORK

1. What special means or optional non-traditional modes of instruction are available to servicemen whose course work is interrupted by military obligations?

___ a. Credit-by-examination
___ b. End-of-course test
___ c. Correspondence courses
___ d. Independent study
___ e. Other (please specify)_____

SPECIAL ACADEMIC ASSISTANCE

1. Does the institution provide tutorial services or similar learning assistance to servicemen?

_____ Yes _____ No Remedial
_____ Yes _____ No Regular Courses

If yes, where are these services offered?

___ a. On-Base
___ b. Off-Base
___ c. On-Campus
___ d. All of the above

2. Who has been designated as Servicemen's Counselor at your college?

	Number	FTE
a. Director of Admissions	_____	___
b. Counseling Staff	_____	___
c. Regular Faculty	_____	___
d. Registrar	_____	___
e. Other (specify)	_____	___

3. Indicate the roles and functions performed by the SOC Servicemen's Counselor and estimate the percentage of time spent on each function. (Average if more than one counselor and count only that time spent on SOC activities.)

	% of Time
a. Academic planning/ advisement	____
b. Personal/vocational/ family counseling	____
c. Coordinating of SOC Advisory Council	____
d. Publicity, recruitment and registration	____
e. Liaison activities with base education personnel	____
f. Oversight of "contract for degree"	____
g. Liaison activities with college staff	____
h. Liaison activities with staff from other institutions	____
i. Evaluation of transcripts, etc.	____
j. Teaching responsibilities	____
k. General administration	____
l. Other (specify)	____

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SURVEY OF SERVICEMEN'S OPPORTUNITY COLLEGES - FOUR-YEAR COLLEGES

Following you will find a number of questions related to the SOC criteria for four-year colleges. Most of the questions require only a check mark or a brief answer. For those questions requesting numbers or percentages, use your best estimate...you need not figure exactly. You may wish to refer to the SOC criteria for four-year colleges which are enclosed with this questionnaire. Using the postage-paid envelope provided, please mail the completed questionnaire to:

Educational Testing Service
Princeton, New Jersey 08540
Attn: Room B-018

March, 1974

Respondent_____ Title_____

Institution_____

Address_____

What is your current total student enrollment:

Head Count_____ FTE_____

Consider each SOC criterion and indicate whether or not changes were made in institutional policy in order to meet the requirements of 4-year SOC. (Use 0 if policy already existed; 1 if only slight policy changes were necessary; 2 if substantial policy changes were necessary; and 3 if it was not possible to adopt that policy because of state/local law.)

Criterion	0	1	2	3
I. a.				
b.				
c.				
d.				
II.				
III.				
IV. a.				
b.				
c.				
V. a.				
b.				
c.				
d.				
e.				
VI. a.				
b.				
c.				
d.				
VII.				
VIII.				
IX.				
X.				

3. Considering all SOC criteria, which would you say required the most significant change on the part of the college in order to qualify as a SOC college?

_____

4. How was policy modified to accomplish this significant change?

___ a. Faculty vote
___ b. Modification of state or local law
___ c. Presidential directive
___ d. Trustee or governing board action
___ e. Other

5. Now that SOC is well underway in both two and four-year colleges, what do you feel needs to be done next to improve SOC and servicemen's educational opportunities?

___ a. Expand the number of colleges
___ b. Expand the number and variety of course offerings
___ c. Modify SOC criteria
___ d. Promote the system more actively
___ e. Subsidize the system heavily through (DoD)
___ f. Get more direction from DoD
___ g. Other_____

6. Do you feel it is possible to make SOC criteria less stringent and still provide servicemen with essentially the same quality of education?

Yes_____ No_____

7. Who has been designated as Servicemen's Counselor at your college?

	Number	FTE
a. Director of Admissions	_____	___
b. Counseling Staff	_____	___
c. Regular Faculty	_____	___
d. Registrar	_____	___
e. Other_____	_____	___

8. What roles and functions will be performed by the SOC Servicemen's Counselor? (Count only that time which will be spent on SOC activities.)

___ a. Academic planning/advisement
___ b. Personal/vocational/family Counseling
___ c. Coordinating of SOC Advisory Council
___ d. Publicity, recruitment and registration
___ e. Liaison activities with base education personnel
___ f. Oversight of "contract for degree"
___ g. Liaison activities with college staff
___ h. Liaison activities with staff from other institutions
___ i. Evaluation of transcripts, etc.
___ j. Teaching responsibilities
___ k. General administration
___ l. Other_____

9. Will any of your SOC Servicemen's Counselors assume the role of advocate/ombudsman for servicemen students?

Yes_____ No_____

10. How many Advisory Council representatives are there (or will there be) from each of the following groups?

___ a. College Administration
___ b. College Faculty
___ c. College Trustee
___ d. Military Staff
___ e. Servicemen Students
___ f. Non-military Students
___ g. Community Representatives
___ h. Other_____

11. Does (or will) the Advisory Council serve more than one college or military installation? Yes_____ No_____

If yes, please name.

College _____ _____
Base _____ _____

12. The Advisory Council now performs (or will perform) what functions?

___ a. Assisting colleges in preparing SOC status
___ b. Reviewing effectiveness of college's SOC program
___ c. Promoting close cooperation/planning between college and base officials
___ d. Assisting all college staff in understanding and implementing SOC policies
___ e. Recommend new or revised college services and programs for servicemen
___ f. Recommend improvements in base policies, facilities, support for educational programs
___ g. Other_____

13. How does the college publicize or promote its SOC status and policies?

___ a. Announcements in college catalog
___ b. Flyers for distribution on base
___ c. Radio announcements
___ d. Educational TV announcements
___ e. Personal visits to base
___ f. Workshops and regional meetings
___ g. Other_____

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OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE
WASHINGTON, D. C. 20301

MANPOWER AND
RESERVE AFFAIRS

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March 4, 1974

Dear Education Services Officer:

I am writing to ask your help in a project to evaluate the Servicemen's Opportunity College program. At this time, we are anxious to know how best to proceed with this project in partnership with the academic community. You play a key role in the program. Your views and the information you can provide will have an important bearing on future directions.

Please complete the questionnaire and return it in the enclosed envelope. Answer the questions using your best judgment but do not feel that you must do any elaborate review of your files. By all means, ask your colleagues to collaborate if you desire. It will be most helpful if you complete and return the questionnaire immediately but in any event, not later than 25 March.

Thank you for your cooperation.

Sincerely,

M. R. Rose

M. Richard Rose
Deputy Assistant Secretary
(Education)

Enclosure

American Association of Community and Junior Colleges

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March 15, 1974

Dear Colleague:

The American Association of Community and Junior Colleges in cooperation with the Four-year Servicemen's Opportunity College Program has contracted with the Educational Testing Service to study the Servicemen's Opportunity College (SOC) Program.

In order for the association to design an effective plan for assisting SOC colleges in the future, your assistance is needed at this time.

Please complete the questionnaire and return it in the enclosed envelope. Answer the questions using your best judgment but do not feel that you must do any elaborate review of your files. By all means ask your colleagues to collaborate if you desire. It will be most helpful if you can complete and return the questionnaire immediately - but in any event not later than March 25. Your responses will be treated confidential.

Each responding college will receive a summary of the survey from AACJC later this spring. Thank you for your cooperation.

Sincerely yours,

Lee J. Betts

Lee J. Betts
Assistant Director
Programs for Servicemen and Veterans

LJB:jm
Enclosures

One Dupont Circle, N.W. / Suite 410 / Washington / D.C. 20036 / 202-293-7050

ONE DUPONT CIRCLE, SUITE 700 • WASHINGTON, D. C. 20036 • 202/293-7070

AMERICAN ASSOCIATION OF
STATE COLLEGES AND UNIVERSITIES

ALLAN W. OSTAR, EXECUTIVE DIRECTOR

March 15, 1974

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Dear President:

As part of the evaluation of the Servicemen's Opportunity College project, we have retained the Educational Testing Service, Princeton, New Jersey, to examine several aspects of SOC's development and operation. ETS will send interviewers to a half-dozen sites to confer with institutions, both two-year and four-year now working with the military, and with base personnel to evaluate the early stages of the SOC effort. In addition, ETS has developed a questionnaire to explore the problems and difficulties related to adjustments SOC institutions made to meet SOC criteria and to extend their services to service men and women.

Enclosed is the ETS questionnaire. Would you assist our office and ETS in this evaluation by giving the form to the most knowledgeable person who can make these judgments and interpretations for your campus. I would hope that he would confer as necessary to get the needed information.

Lastly, the time-lines of the SOC project require quick response from you, from ETS and from our office in this preliminary evaluation. Would you, therefore, ask that the ETS questionnaire be returned in the enclosed envelope by March 25.

We're sorry for the haste. But we're glad that your institution is now a part of the SOC network.

Sincerely,

James Nickerson
Director
Four-Year Servicemens
Opportunity College Program

JN:jm
Enclosures

Appendix C

SURVEY RESULTS

1. Military Installations

2. Two Year Colleges

3. Four Year Colleges

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ADMISSIONS REQUIREMENTS

		Percent of Installations Responding								
		Always			Sometimes			Never		
		<5000	>5000	Total	<5000	>5000	Total	<5000	>5000	Total
1.	a. Prior to SOC	50	51	51	42	49	46	8	0	3
	b. Since SOC	83	76	79	13	22	18	4	2	3
2.	a. Prior to SOC	17	22	20	49	59	54	34	19	26
	b. Since SOC	29	30	30	42	57	49	29	8	21
3.	a. Prior to SOC	4	2	3	16	22	20	80	76	77
	b. Since SOC	4	2	3	0	11	6	96	87	91
	N's=	24	37	61						

1. In your experience, have admissions policies permitted enrollment of service personnel who lacked a high school diploma but who have passed the GED at CACE minimums?

2. In those colleges not restricted by state or local regulations, have servicemen been admitted even though they lacked a high school diploma or equivalency certificate?

3. Have there been cases where a serviceman was penalized by additional entrance requirements simply because he was in the armed forces?

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STUDY OPPORTUNITIES

1. For the current academic year (1973-74) please indicate the approximate number of courses of study and servicemen enrolled in the following types of courses: (Please estimate even though the categories may not be mutually exclusive.) (73 Respondents--32 <5000)
41 >5000)

Average Number of Servicemen from Bases				Average Number of Courses at Bases		
<5000	>5000	Total		<5000	>5000	Total
193	589	409	On Base	38	142	96
122	224	172	On Campus	56	214	140
217	736	505	Evening	69	253	170
37	77	63	Weekend	8	27	25

2. Without actually tabulating, approximately what percent of these servicemen are:

	Approximate % Bases <5000 N=32	Bases >5000 N=41
a. Enlisted men	85	78
Warrant	2	3
Officers	13	19
b. Under 20	24	14
21-30	53	56
31-40	19	19
Over 40	5	11
c. Male	88	91
Female	12	9
d. Career Servicemen	52	55
Non-Career Servicemen	48	45
e. White	80	67
Black	10	18
Spanish-American	4	6
Other	6	9

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3. Compared to pre-SAC years would you say that the number and type of courses offered during the current academic year are:

	Percent Responding					
	Much Higher	Higher	Same	Lower	Much Lower	
a. Number of courses	12	36	49	0	0	(N=73)
b. Type of courses	15	31	54	0	0	(N=68)

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COMPILATION OF INTERRUPTED WORK

1. What special or optional non-traditional modes of instruction do SOC colleges make available to servicemen when their course work is interrupted by military obligations? (73 Respondents)

Percent Indicating	
90	a. Credit-by-examination
45	b. Correspondence courses
75	c. Independent study

Bases smaller than 5,000 indicated the a, c combination most frequently while bases larger than 5,000 most frequently checked all three - a, b, & c.

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RESIDENCY REQUIREMENTS

1. Cite the minimum residency requirements of the institution(s) serving your base.

Average

18.4 Semester hours (60 Respondents)

26.5 Quarter hours (22 Respondents)

2. Compared to pre-SOC years this requirement is: (66 Respondents)

Percent Indicating	
2	Higher
68	Same
30	Lower

3. Which of the following options are provided by the institution(s) serving your base: (73 Respondents)

Percent Indicating	
73	Contract for Degree
37	Waiver of Residency Requirements

4. Can this requirement be met at any time (begining, final, or intermittant)? (68 Respondents)

94 Yes 6 No

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CREDIT FOR NON-FORMAL LEARNING

1. What has been the maximum credit actually given for the following since the institution(s) serving your base was/were designated a SOC college?
(32 Respondents)

		Number Responding	Average (Sem. hrs.)
a.	USAFI Courses/Tests	32	25
b.	CASE Evaluated Courses	16	26
c.	CLEP General Examinations	31	28
d.	CLEP Subject Examinations	21	26
e.	Institutional Examinations	14	27
f.	Other Examinations	--	--
g.	All Nontraditional Modes Combined	24	48

2. Compared to pre-SOC years, the maximum credit given for most non-traditional modes has:
(73 Respondents)

Percent Indicating	
29	Increased Greatly
41	Increased Some
30	Remained the Same
0	Decreased Some
0	Decreased Greatly

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TRANSFER POLICIES

1. With regard to the two broad types of learning experiences outlined in Criterion VII, how would you describe the transfer policy of the institution(s) serving your base since it became a SOC college? (69 Respondents)

	Percent Indicating		
	More Generous	No Change	Less Generous
Traditional	52	48	0
Non-traditional	65	35	0

ADVISORY COUNCIL

1. Who from the base serves on the SOC Advisory Council?

	Percent Indicating		
	<5000 (n=32)	>5000 (n=40)	Total (n=72)
Base Commander	6	12	10
Education Service Officer	56	85	72
Servicemen Students	6	35	22
Other	*	*	*

* "Counselor" was most frequently cited as "Other" - 4% of Total

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COMMUNICATION WITH COLLEGE

1. What contact and assistance has the base received from the college with respect to organizing educational programs for servicemen?

	Percent Indicating Frequency				Quality			
	* N	Very Frequent	Occasional	Never	* N	Excellent	Good	No Help
a. Publications	60	65	30	5	60	62	33	5
b. Letters	56	43	46	11	53	43	41	16
c. Workshops & Mtgs.	50	28	48	24	51	37	37	26
d. Personal Visits	42	52	40	8	62	56	35	9

*= Number of bases responding to that option.

SPECIAL ACADEMIC ASSISTANCE

1. At what locations do GOC colleges provide tutorial or similar learning assistance to your servicemen? (73 Respondents)

Percent Indicating	
12	On-base
33	On-campus
45	Both
11	None provided

2. Are these tutorial services? (73 Respondents)

Percent Indicating	
27	Remedial
19	Regular courses
44	Both

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OVERVIEW AND FUTURE DIRECTIONS

1. What do you feel is the best way to promote SOC among servicemen of all ranks on your base?

(75 Respondents)

Percent Indicating	
51	Bulletins and brochures produced by colleges
28	Bulletins and brochures produced by the base
45	Presentations on SOC by college and base personnel
68	Direct communication with servicemen by base education officer

2. Now that SOC is well underway in two and starting in four-year colleges, what do you feel needs to be done next to improve SOC and servicemen's educational opportunities?

(75 Respondents)

Percent Indicating	
83	Increase the number of colleges which meet SOC criteria
45	Expand and increase the number and variety of course offerings
11	Modify SOC criteria. (VI checked by 11%)
53	Promote the SOC system more effectively
21	Get more direction from Service Headquarters

3. Do you feel it is possible to make the SOC criteria less stringent and still provide servicemen with essentially the same quality education?

(77 Respondents)

Percent Indicating	
18	Yes
82	No

4. Based on your experience thus far, do you feel that the SOC approach demonstrated enough actual or potential benefits for your clients to justify its continuation?

(75 Respondents)

Percent Indicating	
96	Yes
4	No

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Two Year Colleges

The data presented below correspond directly to the questions asked on the questionnaire, a copy of which appears on the succeeding pages.

1. What is your current student enrollment?

	Average
Head Count	6318
FTE	3499

N=51

2. Consider each SOC criterion and indicate whether or not changes were made in institutional policy in order to meet the requirements of two-year SOC. (Use 0 if policy already existed; 1 if only slight policy changes were necessary; 2 if substantial policy changes were necessary; and 3 if it was not possible to adopt that policy because of state/local law.) (See next page, Table A)

3. Considering all SOC criteria, which would you say required the most significant change on the part of the college in order to qualify as a SOC college? 49 Respondants

Non Residency Waiver=10

Contract for Degree=6

4. How was policy modified to accomplish this significant change? N=51

16% a. Faculty vote

2% b. Modification of state or local law

29% c. Presidential directive

25% d. Trustee or governing board action

8% e. Other (Admin. Staff)

4% (Dean's action)

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TABLE A

Percentages

Criterion	0	1	2	3	N
I. a.	100	0	0	0	49
b.	87	4	0	9	47
c.	96	2	2	0	49
d.	80	20	0	0	50
II.	77	19	4	0	47
III.	51	41	6	2	47
IV. a.	56	38	2	4	50
b.	48	41	9	2	46
c.	54	23	13	10	39
V. a.	64	24	10	2	50
b.	64	28	8	0	47
c.	75	21	4	0	48
d.	80	10	6	4	50
e.	52	35	13	0	48
VI. a.	45	40	3	2	47
b.	72	22	4	2	46
c.	43	37	17	3	46
d.	80	20	0	0	45
VII.	75	21	4	0	48
VIII.	42	49	9	0	45
IX.	49	51	0	0	49
X.	71	27	2	0	48
% of each scale value	65	26	6	3	

ADMISSIONS

1. During the 1973-74 school year, how many servicemen did your institution admit to certificate/degree programs? (44 respondants)

   Range 2 - 5328 Average 573

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2. Of those admitted, approximately how many

	Respondant	Range	Average
A. Held either a high school diploma or an equivalency certificate?	32	2-4800	607
B. Did not have a high school diploma nor an equivalency certificate?	11	5-528	164
C. Transferred from another two-year institution?	19	3-550	96
D. Were women?	15	1-1000	86
E. Were officers?	14	1-1200	137

3. Do any of the figures in (2) above represent an increase over pre-SOC years? (38 Respondants)

   Percent responding Yes 63 No 37

   If yes, which ones?

   A. = 18 B. = 5 C. = 12 D. = 9 E. = 6

STUDY OPPORTUNITIES

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1. How many of the following types of on base educational courses are being offered by the college this year and when are they held? (Count off-base locations if within five miles of base entrance).

		After 6 PM		On Sat. or Sun	
	Respondant	Range	Average	Range	Average
A. Academic, transfer	30	1-100	32	2-25	10
B. Technical, leading to Associate Degree	24	1-45	13	-	0
C. Occupational, Leading to Certificate	10	2-40	10	-	0
D. V.A. - PREP	6	1-6	1	-	0
E. Adult, non-credit courses	5	3-47	15	-	0

2. How many additional on-base courses are currently in the planning stages? (23 Respondants)

Range 1-150 Average 18

3. Approximately how many servicemen are enrolled in all programs at all teaching centers and how much of an increase do these figures represent over last year?

RANGE	AVERAGE ENROLLMENT	LOCATION	PERCENTAGE RANGE	AVERAGE % INCREASE
3-4000	404	On Base	3-200	45
3-1283	195	Off Base or on Campus	3-100	39

4. Approximately how many servicemen completed planned educational programs (AA degree or Certificate work) last academic year (1972-73?) (22 Respondants)

Range 1-180 Average 21

5. Approximately how many servicemen completed or will complete planned educational programs (AA degree or Certificate work) this academic year? (24 Respondants)

Range 2-220 Average 36

COMPLETION OF INTERRUPTED WORK

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1. What special means or optional non-traditional modes of instruction are available to servicemen whose course work is interrupted by military obligations? (51 Respondants)

	Percentages	
A. Credit-by-examination	98	
B. End-of-course test	72	
C. Correspondence courses	16	
D. Independent study	65	
E. Other (Specify)	4	USAFI
E.	4	CLEP

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SPECIAL ACADEMIC ASSISTANCE

1. Does the institution provide tutorial services or similar learning assistance to servicemen?

Type	Percent Yes	Percent No	Number Respondants
Remedial	98	2	50
Regular	98	2	47

If Yes, where are these services Offered? (49 Respondants)

Location,	Percentage
On-Base	33
Off Base	2
On Campus	82
All of the Above	14

2. Who has been designated as Servicemen's Counselor at your college?

	Number			FTE		
	Range	N	Avg	Range	N	Avg
A. Director of Admissions	0	2	1	.5-1	2	.75
B. Counseling Staff	1-10	23	2.4	1-10	11	2.3
C. Regular Faculty	0	2	1	.33-1	2	.70
D. Registrar	0	1	1	0	1	.33
E. Other (Specify)	0	0	0	0	0	0

3. Indicate the roles and functions performed by the SOC Servicemen's Counselor and estimate the percentage of time spent on each function. (Average if more than one counselor and count only that time spent on SOC activities.)

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		average % of Time
a.	Academic planning/ advisement	25
b.	Personal/vocational/ family counseling	10
c.	Coordinating of SOC Advisory Council	2
d.	Publicity, recruitment and registration	10
e.	Liaison activities with base education personnel	7
f.	Oversight of "contract for degree"	2
g.	Liaison activities with college staff	7
h.	Liaison activities with staff from other institutions	4
i.	Evaluation of transcripts, etc.	11
j.	Teaching responsibilities	12
k.	General administration	9
l.	Other (specify) VA Counseling Prep. Counseling Vacation and Sick Days	1

4. Has nay SOC counselor assumed the role of advocate/ombudsman for servicemen students? (45 Respondants)

Percent Responding Yes 67 No 33

5. Is your institution sponsoring a VA-PREP program for servicemen?

47 Respondants Percent repsonding Yes 60 No 40

Question	Respondant	Range	Average
Present Enrollment	22	15-790	150
Program Cycles per Year	23	2-12	4
Length of Cycles	23	6-22 wks	11 wks

OVERVIEW AND FUTURE DIRECTIONS

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1. Considering all SOC criteria, which would you say required the most significant change on the part of the college in order to qualify as a SOC college? (51 respondents)

	Percentages
Reduction of residency requirements	21
VI	10

2. How was policy modified to accomplish this significant change? (51 Respondents)

Percentage responding

A.	Faculty vote	16
B.	Modification of state or local law	2
C.	Presidential directive	30
D.	Trustee action or governing board action	25
E.	Other (Admin. decision/planning) (Dept. vote)	27

3. Now that SOC is well underway in both two and four-year colleges, what do you feel needs to be done next to improve SOC and servicemen's educational opportunities? (51 respondents)

Percentage responding

A.	Expand the number of colleges	37
B.	Expand the number and variety of course offerings	23
C.	Modify SOC criteria	2
D.	Promote the system more actively	65
E.	Subsidize system more heavily (DoD)	35
F.	Get more direction from DoD	12
G.	Other	18

4. Do you feel it is possible to make SOC criteria less stringent and still provide servicemen with essentially the same quality education? (48 respondents)

Percentage responding Yes 56 No 44

NON-FORMAL LEARNING CREDIT POLICIES

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1. What is the maximum credit the college has thus far awarded for:

	PERCENTAGES				
	More since SOC	Same as Bdfore	No Max. Ext.	No Comparison	N
A. USAFI Courses/Tests	31	36	13	20	39
B. CASE Evaluated Courses	33	33	15	18	27
C. CLEP General Exams	21	47	-	32	34
D. CLEP Subject Exams	19	48	7	26	31
E. Institutional Exams	26	44	12	18	27
F. Other non-traditional modes	10	57	14	19	21
G. All non-traditional modes combined	21	50	11	18	28

1. About 1/4 of the 2 year colleges reporting indicate that more credit is given now than befor SOC requirements were met.

2. Almost 1/2 report credit given is about the same as before SOC.

3. One quarter reported no maximum was established or reported on one only (current year or prior to SOC) no comparison.

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RESIDENCY POLICIES/CONTRACT FOR DEGREE

1. Are all servicemen stationed in your area entitled to in-state or district tuition rates (in contrast with higher out-of-state or out-of-district rates)? (51 Respondents)

   Percent responding Yes 84 No 16

2. A "Contract for Degree" option or a planned reverse-transfer policy as described in SOC Criterion VI are offered to: (51 Respondents)

	Percentages
A. Service personnel	69
B. Dependents of service personnel	29
C. Veterans	12
D. All students	29

3. How many servicemen with whom the college has entered into a "Contract for Degree" are (51 Respondents)

	Percentages
A. Still at the local contiguous base	49
B. Attending another college (transferred from local base)	39
C. Finished with their contracted educational program	12

4. What charges, if any, are assessed for a "Contract for Degree"? (41 Respondents)

	Percentages
A. None	95
B. An initial, one time charge	4
C. An annual charge	0
D. Other (please specify)	1

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ADVISORY COUNCIL

1. How many Advisory Council representatives are there from each of the following groups? (51 Respondents)

	N	Average
A. College administration	43	2
B. College faculty	35	1
C. College trustees	4	1
D. Military staff	31	2
E. Servicemen students	25	1
F. Non-military students	10	1
G. Community representatives	19	1
H. Other (specify)	14	1

2. Does the Advisory Council serve more than one college or more than one military installation? (43 Respondents)

Percent Responding Yes 26 No 74

If yes, please name:

College _____ _____
Bases _____ _____

3. Check the functions the Advisory Council or Committee now perform or may in the future? (51 Respondents)

	Present		Planned	
	Percent	N	Percent	N
A. Assisted colleges in preparing SOC status	45	32	2	1
B. Review effectiveness of college's SOC program	55	28	27	14
C. Promote close cooperation/planning between college and base officials	65	33	23	12
D. Assist all college staff in understanding and implementing SOC policies	53	27	20	10
E. Recommend new or revised college services and programs for servicemen	49	25	33	17
F. Recommend improvements in base policies, facilities, support for educational program	43	22	29	15
G. Other	1	1	1	1

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PROMOTION

1. How does the college publicize or promote its SOC status and policies? (51 respondents)

Percentage responding

A.	Announcements in college catalog	86
B.	Flyers for distribution on base	59
C.	Radio announcements	20
D.	Educational TV announcements	10
E.	Personal visits to base	84
F.	Workshops and regional meetings	41
G.	Other	21

CONTINUING COMMITMENT

1. What action has the college taken to insure continuing commitment to servicemen even though the college may discontinue its status as a Servicemen's Opportunity College? (51 respondents)

Percentage responding

A.	Modification of college policy	57
B.	Support through peer/professional counseling	53
C.	Tutorial assistance	51
D.	Other	10

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Four Year Colleges

The data presented below correspond directly to the questions asked on the questionnaire.

2. Consider each SOC criterion and indicate whether or not changes were made in institutional policy in order to meet the requirements of 4-year SOC. (Use 0 if policy already existed; 1 if only slight policy changes were necessary; 2 if substantial policy changes were necessary; and 3 if it was not possible to adopt that policy because of state/local law.) (See Table B, next page)

3. Considering all SOC criteria, which would you say required the most significant change on the part of the college in order to qualify as a SOC college?

Twelve institutions indicated residency requirements.

4. How was policy modified to accomplish this significant change?

N=31

Percent checking response

26% a. Faculty Vote

3% b. Modification of state or local law

39% c. Presidential directive

6% d. Trustee or governing board action

26% e. Other

5. Now that SOC is well underway in both two and four year colleges, what do you feel needs to be done next to improve SOC and servicemen's educational opportunities? N=39

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(Question #2)

TABLE B

Percentages

Criterion	0	1	2	3	N.
I. a.	92	6	0	2	36
b.	66	17	0	17	36
c.	92	5	3	0	37
d.	97	3	0	0	37
II.	91	9	0	0	35
III.	67	25	5	3	36
IV. a.	65	32	3	0	37
b.	67	28	3	2	36
c.	56	18	8	18	34
V. a.	89	8	0	3	37
b.	89	8	3	0	38
c.	84	13	3	0	37
d.	89	11	0	0	37
e.	73	19	8	0	37
VI. a.	47	24	24	5	38
b.	66	19	11	4	37
c.	42	24	24	10	38
d.	29	26	32	13	31
VII.	84	8	5	3	37
VIII.	81	16	3	0	37
IX.	61	39	0	0	36
X.	79	21	0	0	38

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Number checking each response. (more than one could be checked)

(for use with question #5)

4 a. Expand the number of colleges.

4 b. Expand the number and variety of course offerings.

7 c. Modify SOC criteria.

33 d. Promote the system more actively

21 e. Subsidize the system heavily through (DOD)

5 f. Get more direction from DOD

7 g. Other

6. Do you feel it is possible to make SOC criteria less stringent and still provide servicemen with essentially the same quality of education? N=39

Yes--38%

No--62%

7. Who has been designated as Servicemen's Counselor at your college?

N

10 a. Director of Admissions

18 b. Counseling Staff

5 c. Regular Faculty

8 d. Registrar

31 e. Other_____

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8. What roles and functions will be performed by the SOC Servicemen's Counselor? (Count only that time which will be spent on SOC activities.)

N-39

% checking response		
100%	a.	Academic planning/advisement
64%	b.	Personal/vocational/family Counseling
51%	c.	Coordinating of SOC Advisory Council
85%	d.	Publicity, recruitment and registration
97%	e.	Liaison activities with base education personnel
49%	f.	Oversight of "contract for degree"
90%	g.	Liaison activities with college staff
56%	h.	Liaison activities with staff from other institutions
59%	i.	Evaluation of transcripts, etc.
8%	j.	Teaching responsibilities
69%	k.	General administration
1%	l.	Other_____

9. Will any of your SOC Servicemen's Counselors assume the role of advocate/ombudsman for servicemen students? N=40

Yes--85% No--15%

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10. How many Advisory Council representatives are there (or will there be) from each of the following groups? N=39

Number Checking Response		
30	a.	College Administration
24	b.	College Faculty
2	c.	College Trustee
10	d.	Military Staff
18	e.	Servicemen Students
5	f.	Non-military Students
4	g.	Community Representative
6	h.	Other

11. Does (or will) the Advisory Council serve more than one college or military installation? N=30

Yes--43% No--57%

12. The Advisory Council now performs (or will perform) what functions?

Percent Checking Response			N=39
31%	a.	Assisting colleges in preparing SOC status	
90%	b.	Reviewing effectiveness of college's SOC program	
85%	c.	Promoting close cooperation/planning between college and base officials	
77%	d.	Assisting all college staff in understanding and implementing SOC policies	
79%	e.	Recommend new or revised college services and programs for servicemen	
61%	f.	Recommend improvements in base policies, facilities, support for educational programs	
10%	g.	Other_____	

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13. How does the college publicize or promote its SOC status and policies?

Percent Checking Response		
87%	a.	Announcements in college catalog
82%	b.	Flyers for distribution on base
41%	c.	Radio announcements
33%	d	Educational TV announcements
95%	e.	Personal visits to base
41%	f.	Workshops and regional meetings
23%	g.	Other_____

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Appendix D

SOC CRITERIA

1. Two Year Colleges

2. Four Year Colleges

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Criteria for Servicemen's Opportunity Colleges

III

All community and junior colleges and technical institutes meeting the following criteria have been designated as Servicemen's Opportunity Colleges. Many of the SOC colleges, which are subsequently listed, have far exceeded the requirements outlined in the criteria.

(*Note:* Many colleges and universities not affiliated with the American Association of Community and Junior Colleges have expressed interest in the SOC criteria. AACJC and the American Council on Education are exploring with other associations of higher education the application of the SOC criteria to baccalaureate and graduate educational programs.)

I. A Servicemen's Opportunity College will have liberal entrance requirements.

A. A high school diploma or equivalency based upon satisfactory scores in the General Educational Development Tests are adequate educational credentials for enrollment in a degree program except in those instances where prerequisites are required for all students.

B. In those colleges not restricted by state or local regulations the above requirement may be waived and students evidencing promise may be admitted who lack a high school diploma or equivalency certificate.

C. In no case will an individual be penalized by additional requirements because he is a serviceman.

II. A Servicemen's Opportunity College provides opportunities for servicemen to pursue educational program goals through courses offered on base, in the evenings, on weekends and at other nontraditional time frames.

III. A Servicemen's Opportunity College provides opportunities for servicemen to complete courses through special means or optional nontraditional modes when his education is interrupted by military obligations.

IV. A Servicemen's Opportunity College provides special academic assistance to students in need of this assistance through:

A. The availability of tutorial services or similar learning assistance at times and in locations convenient to servicemen.

B. The designation of a trained servicemen's counselor who is available at times and in locations convenient to servicemen who will assist them in program planning, and guide them in their understanding of all educational options available to them at this and all other Servicemen's Opportunity Colleges.

C. The implementation of PREP programs that are sponsored by the college at the base where feasible.

V. A Servicemen's Opportunity College offers maximum credit for educational experiences obtained in the Armed Services.

A. College policy permits and encourages granting credit for United States Armed Forces Institute courses that are relevant to a student's program of studies.

B. College policy permits and encourages granting exemption from and credit by examination for courses that are relevant to a student's program of studies, through the use of any or all of the

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following: College-Level Examination Program (CLEP), College Proficiency Examination Program (CPEP), institutional "challenge" examinations.

C. College policy permits and encourages granting credit for appropriate educational experiences in the Armed Services in accordance with their evaluation in the American Council on Education's *1968 Guide to the Evaluation of Educational Experiences in the Armed Services* or by the Commission on the Accreditation of Service Experiences evaluation service. (Credit recommendations for Service educational experiences *not* included in the 1968 *Guide* may be obtained from CASE.)

D. College policy permits exemption from or credit for required health or physical education course requirements for servicemen who have had at least one year of active military service.

E. The major portion of the associate degree requirements can be earned through the above nontraditional learning modes.

. A Servicemen's Opportunity College has residency quirements that are adaptable to the mobility and ecial needs of servicemen.

A. Temporal residency requirements may be fulfilled in any sequence at any time in the student's program.

B. Residency requirements may be fulfilled by completion of any educational program sponsored by the college whether offered on-campus or off-campus.

C. At least one of the following options will be available to servicemen.

Contract for Degree

1. A contract for degree option is available to servicemen. A serviceman may contract with a Servicemen's Opportunity College at any appropriate point in time; usually it will be the college of his initial enrollment. The college will designate an advisor, who will assist the serviceman in contracting for his degree with the institution. The contract should specify the course of study to be pursued and appropriate learning options in accordance with the above criteria. The advisor continues to guide the serviceman's educational planning when he is forced to transfer to other institutions in accordance with his duty assignment. As long as he is being effectively guided by his advisor, he will be permitted to transfer in reverse appropriate credits earned at other institutions back to the original institution in essence, a reverse transfer policy. The institution agrees to provide a repository for all academic records of the individual. The contracting college will award the servicemen the appropriate certificate or degree upon fulfillment of the contract.
2. The college will waive or eliminate residency requirements for servicemen.
3. Where residency requirements are restricted by state law, the college will make every effort to receive an exemption for servicemen.

VII. A Servicemen's Opportunity College has a transfer policy that is generous in recognition of traditional and nontraditional learning obtained at other institutions.

Servicemen's Opportunity Colleges to which servicemen transfer will accept, as a minimum, the level of credit applied by all regionally accredited colleges in which servicemen have been enrolled in comparable programs, both for traditional and nontraditional learning experiences, when validated by subsequent individual success in traditional study modes.

VIII. A Servicemen's Opportunity College provides for a representative local advisory council that will aid the college in carrying out its mission in relation to servicemen.

IX. A Servicemen's Opportunity College will publicize and promote its SOC policies by inserting them in its college catalog and by other appropriate manners.

X. A Servicemen's Opportunity College will maintain its commitments to servicemen students previously enrolled if for any reason it discontinues its status as a Servicemen's Opportunity College.

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CRITERIA

FOUR-YEAR SERVICEMEN'S OPPORTUNITY COLLEGE

Entrance Requirements

I. A Servicemen's Opportunity College (SOC) will have liberal entrance requirements.

- A high school diploma or equivalency based upon appropriate scores in the General Educational Development Tests is an adequate educational credential for enrollment in a degree program except in those instances where further qualifications are required of all students for institutional admission or for entry into a particular degree program.
- In those colleges not restricted by state or local regulations the above requirement may be waived and students evidencing unusual promise may be admitted despite lack of a high school diploma or equivalency certificate.
- An Associate Degree awarded by an accredited[1] institution will be completely transferable where appropriate to the major baccalaureate degree program to be pursued. Requirements of the major program may in some cases call for additional work, but repeating previously completed work will be avoided.
- In no instance will an individual be subjected to additional requirements because he or she is in service.

Increased Study Opportunity

II. A Servicemen's Opportunity College provides opportunities for service men and women to pursue educational programs through a variety of traditional and non-traditional means - on campus and on base, in a variety of instructional modes or delivery systems and at times appropriate to their duty assignments.

---

[1] When accreditation of the transferring institution is pending the receiving institution may recognize all or part of an individual's work on a case-by-case basis.

Completion of Interrupted Work

III. A Servicemen's Opportunity College provides opportunities for service men and women to complete courses through special means or optional non-traditional modes especially when their course work is interrupted by military obligations.

Special Academic Assistance

IV. A Servicemen's Opportunity College provides special academic assistance to students in need of this assistance through:

- The designation of a trained "servicemen's counsellor"who is available at times and in locations convenient to service men and women and who will assist them in program planning and guide them in their understanding of all educational options available to them within the criteria observed by Servicemen's Opportunity Colleges.
- The availability of tutorial services or similar learning assistance at times and in locations convenient to service men and women.
- The consideration of implementing PREP programs sponsored by the institution at the base.

Credit for In-Service Educational Experience

V. A Servicemen's Opportunity College will provide maximum recognition of educational experiences obtained in the Armed Services. It will maximize recognition of such experiences consistent with standards of the programs it offers by the granting of credit for or exemption from courses relevant to a student's degree program by such policies as:

- The use of United States Armed Forces Institute (USAFI) courses.
- The use of the College Level Examination Program (CLEP), the College Proficiency Examination Program (CPEP), Advanced Placement (AP), institutional "challenge" examinations.
- The evaluation for credit of military educational experiences in accordance with their evaluation in the American Council on Education's 1968 Guide to the Evaluation of Educational Experiences in the Armed Services or by the Commission on the Accreditation of Service Experiences (CASE) evaluation service. (Credit recommendations for service educational experiences not included in the 1968 Guide may be obtained from CASE. A new Guide is to be available in June, 1974).

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:edit for In-Service Educational Experience

V. (cont.)

- The exemption from or credit for required health or physical education courses for service men and women who have had at least one year of active military service.

- The acceptance of such non-traditional learning modes for the major portion of lower division requirements where appropriate and for upper division requirements to the extent such modes may be available or appropriate.

Adaptable Requirements

VI. A Servicemen's Opportunity College has requirements for in-residence or on-campus study including approval and sponsorship of a student's program which are adaptable to the mobility and special needs of service men and women.

- Residency requirements based upon time spent on campus or minimum credits to be earned from the institution may be fulfilled at any time within their programs.

- Residency requirements may be fulfilled by completion of any educational program sponsored by the institution whether offered on campus or off campus.

- Special options to satisfy residency requirements will be made available to service men and women. Institutions may consider the following options:

Contract for Degree

- A Contract for degree option may be made available to service men and women. They may contract with a Servicemen's Opportunity College at any appropriate time; usually the contract will be with the college of their initial enrollment. The college will designate an advisor, who will assist the service man or woman in contracting for a degree with the institution. The contract should specify the course of study to be pursued and appropriate learning options in accordance with the Four-Year Servicemen's Opportunity College criteria. Prior approval by the contracting institution will be required for work taken subsequently from another institution when the service man or woman is forced to transfer as a result of a change in duty assignment.

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Adaptable Requirements

VI. (cont.)

As long as the service man or woman is being effectively guided by his or her advisor, transfer of appropriate credits earned at other institutions back to the original institution will be permitted -- in essence, a reverse transfer policy.

The institution agrees to provide a repository for all academic records of the individual. The contracting college will award the service man or woman the appropriate degree upon fulfillment of the contract.

Residence Requirements

- The college may waive or eliminate residency requirements for service men and women.
- Where residency requirements are restricted by state law, the college will make every effort to obtain an exemption for service men and women.

Transfer Policy

VII. A Servicemen's Opportunity College has a transfer policy that is generous in recognition of traditional and non-traditional learning obtained at other institutions and will accept as a minimum for transferring service personnel the level of credit applied by all regionally accredited colleges in which they have been enrolled in comparable programs when validated by subsequent individual success in traditional study modes.

Liaison

VIII. A Servicemen's Opportunity College is encouraged to provide for liaison with local Armed Forces representatives and other institutions serving the same base to provide appropriate coordination of the effort.

Promotion

IX. A Servicemen's Opportunity College will publicize and promote its SOC policies by inserting them in its college catalog and by other appropriate means.

Continuing Commitment

X. A Servicemen's Opportunity College will maintain its commitments to service men and women who enroll under these Criteria if for any reason it discontinues its status as a Servicemen's Opportunity College.

Appendix E

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RECORD SYSTEM

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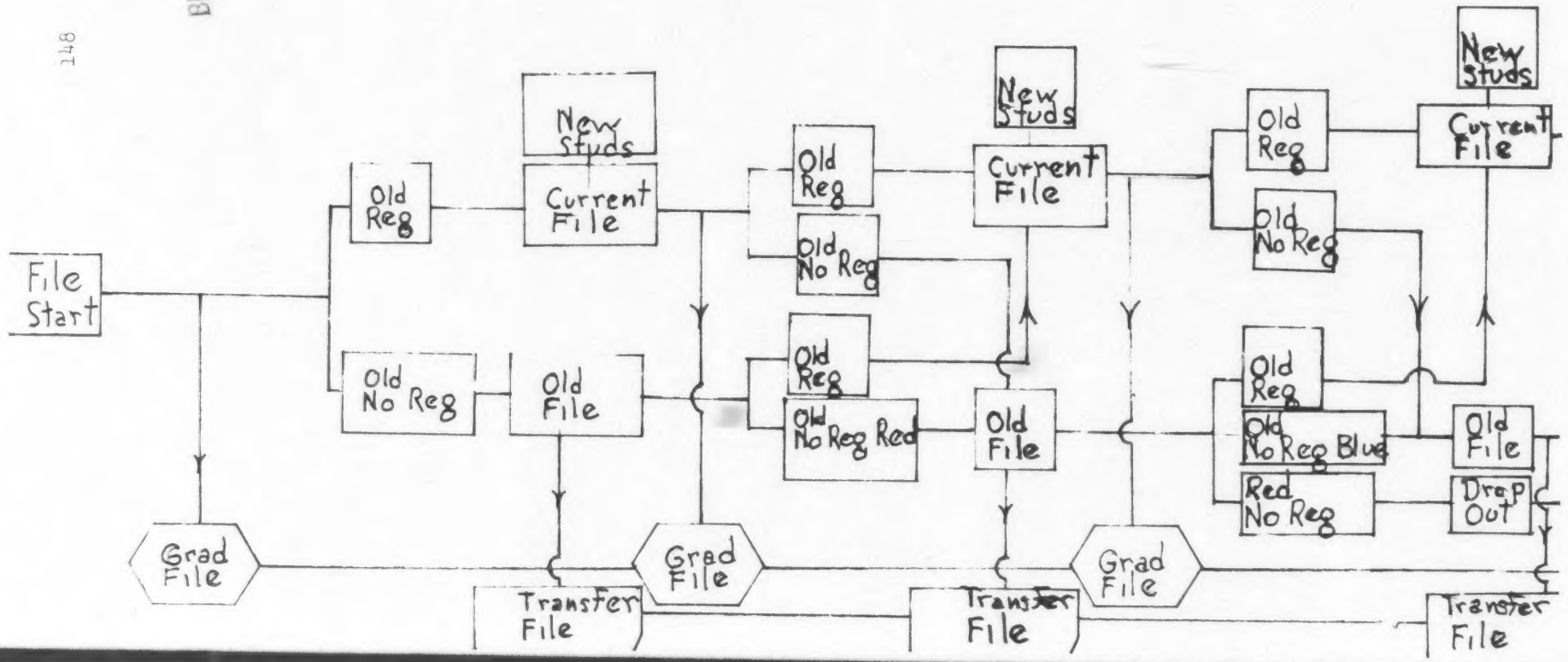
Fall Registration

Winter Registration

Spring Registration

Summer Registration